

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Abdelhamid Ibn Badis University of Mostaganem
Faculty of Letters and Arts
Department of English



**Investigating the Use of Movie clips and Videos as
Motivational and Pedagogical Tools in Teaching and
Learning EFL: The Case of Language and Communication
Master One Students at Abdelhamid Ibn Badis University**

**Dissertation Submitted to the Department of English in Partial
fulfillment of the requirements for the degree of**

Master (LMD)

Applied Linguistics stream

Submitted by: LAOUER Karim
Supervisor: Dr. SARNOU Hanane
Examiner: Mrs. BENSTTAALI Leila
Chairwoman: Dr. SARNOU Dallel

2016/2017

Dedication

To my Parents

To my family

To all my Friends and classmates

To all of those who have helped me

I dedicate this work.

Acknowledgement

My first and most earnest expression of gratitude goes to my supervisor, Dr. Hanane SARNOU, for her knowledge, support, and guidance throughout the course of this research. I learned as much from her academic engagements as I did from her without reproach code of ethics, modesty and patience, for that I would like to express my innermost thanks and respect to her. It is without doubt that this work would not have seen light if it was not for ALLAH's will and blessings.

I would like to thank endlessly all my teachers of Master (Applied linguistics) for providing me with the knowledge and savoir-faire to function effectively inside and out of the classroom.

I also owe a huge debt of gratitude to the entire cohort of applied linguistics, whose participation in the realizing this research, with support alongside encouragement, is heartfelt and appreciated. My debt to them is incalculable.

I would also express my thanks to the board of examiners Dr. SARNOU Dalal and Mrs. BENSTTAALI Leila for having accepted to read my work and being part of my committee.

My immense debt of gratitude goes to my family and friends who supported and provided me with help through the course of this study. My thanks to them is boundless encouraging me in every step of the way.

My foremost and wholehearted acknowledgment goes to Nariman, who have been exceedingly supportive, not only through the production of this research but through the entire journey of my university studies. Thank you for sharing me my life and dreams..

Abstract

The current investigation represents a study that aims to describe and analyze the effectiveness of movie clips and videos as pedagogical and motivational tools, alongside their usefulness in developing EFL learners' oral communication skills and interaction strategies, especially, in higher education. Henceforth, this dissertation targets some of the crucial issues about the potentiality of movie clips and videos, their implementation, together with the teachers' and students' perspectives on their incorporation in the academia, so that both, teacher and students can cope themselves to function effectively in such demanding technological-era. This research's foremost objective, thus, is an attempt to determine the significance of such innovative tools at university along with articulation on instructional appropriateness, motivation and the development of students' autonomy. In order to ensure the relationship, we have hypothesized that, if students at University learn throughout movie clips and videos, their level of achievement in terms of communication skills will increase. In this prospect, a blend of methods that combines between the quantitative and qualitative so as to cover the main aspects of the investigated issues. According to the research findings and results that we have obtained, the majority of teachers confessed that using movie clips and videos, has its positive outcomes, because students' involvement and level of motivation attest to its success.

List of Tables

Table 1 : Procedures and Organization of The Experiment.....	36
Table 2 : The Use Of Movie Clips , Videos Or Short Films In EFL Classes	42
Table 3 : The Frequency Of Movie clips Utilization.....	42
Table 4 : Asessment Strategies	43
Table 5 : Movie Genres According To Learners' Preferences	44
Table 6 : The Beneficial Learning Outcomes Achieved Through the Use of Movie Clips	45
Table 7 : Teachers' Attitude Towards Using Movie Clips in EFL Classes.....	46
Table 8 : Students' Attitude Towards ELL Experience.....	48
Table 9 : Students' Attitudes Towards The Integration Of ICT	48
Table 10 : Students' Attitude Towards Learning Via Movies.....	49
Table 11 : Learners' Movie Genres Preferences in Oral Communication Class.....	50
Table 12 : Students Perception on Movie Clips in Improving on The Speaking Skill ...	51
Table 13 : Students' Reflection on The Beneficial Exposure to Authentic Language	51
Table 14 : Pronunciation Skill Enhancement Via Movies	52
Table 15 : Enhanced Skills By Movie Clips	53

List of Graphs

Graph 01 : The Frequency of Movie Clips Utilization	43
Graph 02 : Asessment Strategies.....	43
Graph 03 : Movie Genres According to Learners' Preferences	44
Graph 04 : The Beneficial Learning Outcomes Achieved through the Use of Movie Clips	45
Graph 05 : Students' Attitude Towards Ell Experience	48
Graph 06 : Students' Attitude Towards Learning Via Movies	49
Graph 07 : Learners' Movie Genres Preferences In Oral Communication Class	50
Graph 08 : Students Perception on Movie Clips In Improving on The Speaking Skill ..	51
Graph 09 : Students' Reflection on The Beneficial Exposure to Authentic Language....	52
Graph 10 : Enhanced Skills by Movie Clips	53

Table of content

Dedication	Erreur ! Signet non défini.
Acknowledgments.....	Erreur ! Signet non défini.
Abstract.....	Erreur ! Signet non défini.
List of Tables	IV
List of Graphs	V
Table of Content	
General Introduction	Erreur ! Signet non défini.
Chapter One: Historical Background	
1 Introduction	Erreur ! Signet non défini.
1.1 Oral Communication Skills.....	Erreur ! Signet non défini.
1.2 The Development of Oral Communication Skills.....	Erreur ! Signet non défini.
1.2.1 Speaking.....	Erreur ! Signet non défini.
1.2.2 Active Listening.....	Erreur ! Signet non défini.
1.2.3 The Reflective Technique	Erreur ! Signet non défini.
1.2.4 Questioning Skills and Feedback.....	Erreur ! Signet non défini.
1.3 Reasons for teaching oral Communication Skills	Erreur ! Signet non défini.
1.4 Speaking and Communication Abilities.....	Erreur ! Signet non défini.
1.4.1 Interaction Skills	Erreur ! Signet non défini.
1.4.2 Speaking as a Productive Skill.....	Erreur ! Signet non défini.
1.5 Approaches to Teaching Oral Communication Skills	Erreur ! Signet non défini.
1.5.1 Task-Based Approach.....	Erreur ! Signet non défini.
1.5.2 The Communicative Approach.....	Erreur ! Signet non défini.
1.6 The Incorporation of ICT's in the Classroom.	Erreur ! Signet non défini.
1.7 Crucial Role of ICT in EFL Context.....	Erreur ! Signet non défini.

1.8	ICT Instruments in EFL Context.....	Erreur ! Signet non défini.
1.8.1	Computer Assisted Language Learning (CALL).....	Erreur ! Signet non défini.
1.8.2	The Incorporation of Interactive Multimedia in the Classroom	Erreur ! Signet non défini.
1.9	Innovation and creativity in oral communication classes	Erreur ! Signet non défini.
1.10	Motivation Through Movie Clips ' Interactive Activities	Erreur ! Signet non défini.
1.11	The Effectiveness of Movie Clips in Oral Communication Classes ...	Erreur ! Signet non défini.
1.12	Conclusion.....	Erreur ! Signet non défini.

Chapter Two: Research Methodology

2	Introduction	Erreur ! Signet non défini.
2.1	Research method	Erreur ! Signet non défini.
2.2	Context	Erreur ! Signet non défini.
2.3	Population and sampling	Erreur ! Signet non défini.
2.3.1	The students	Erreur ! Signet non défini.
2.3.2	The Teachers	Erreur ! Signet non défini.
2.4	Research Instruments	Erreur ! Signet non défini.
2.4.1	The Interview	Erreur ! Signet non défini.
2.4.2	The Questionnaire	Erreur ! Signet non défini.
2.4.3	The Experiment.....	Erreur ! Signet non défini.
2.5	Description of the students' preliminary questionnaire	Erreur ! Signet non défini.
2.6	Description of the Teachers' Preliminary Questionnaire	Erreur ! Signet non défini.
2.7	Procedures of the experiment.....	Erreur ! Signet non défini.

2.7.1	The pre-experiment stage.....	Erreur ! Signet non défini.
2.7.2	While the experiment stage.....	Erreur ! Signet non défini.
2.7.3	The post course	Erreur ! Signet non défini.
2.8	Conclusion.....	Erreur ! Signet non défini.

Chapter Three: Research Findings and Discussion

3	Introduction	Erreur ! Signet non défini.
3.1	Data analysis	Erreur ! Signet non défini.
3.1.1	Analysis of the interview	Erreur ! Signet non défini.
3.1.1.1	The student's answers.....	Erreur ! Signet non défini.
3.1.1.2	The teacher's answer	Erreur ! Signet non défini.
3.2	Analysis of the questionnaire	Erreur ! Signet non défini.
3.2.1	The teachers' preliminary questionnaire.....	Erreur ! Signet non défini.
3.2.2	The students' preliminary questionnaire.....	Erreur ! Signet non défini.
3.3	Results and discussion.....	Erreur ! Signet non défini.
3.4	Conclusion.....	Erreur ! Signet non défini.
	General conclusion.....	Erreur ! Signet non défini.

List of references

Appendices

General introduction

Learning and teaching foreign languages encompasses many dimensions aside from general knowledge of the language and its grammatical rules without neglecting the human aspect of the learning process. Knowing about them, thus, translate to perceiving meaning as well as utilizing such knowledge meaningfully and studiously in various settings. With that logic in mind, our aim is promoting for the best methods, techniques and innovative teaching strategies alongside instructional materials that are contemporary with the era of globalization which is taking the world by storm.

Especially in today's modernized world, in which technological innovation is arising exceedingly, that, results in the emergence of new demands. As a solution, new instructional instruments and strategies have been employed in the field of foreign language teaching and learning (henceforth FLT/FLL) in order to face the current challenges that have emerged due to the technological advent. However, the traditional educational sphere does not support a learning environment in which students are required to be active and dynamic, due to its continuous hold of the long-established as well as rigid teaching methods along with its out-dated materials. Accordingly, EFL learners' predominant objective is to use the language proficiently in different contexts, so that they can word their thoughts, feelings, and ideas fluently and accurately using the target language (in this case English). In this prospective, teachers ought to extend their views to various perquisite learning provisions in order to involve learners, fully, psychologically, emotionally, as well as mentally in their learning process.

Consequently, there is a need for change, so that learners can acquire the language in a setting that promotes for interaction, autonomous learning and innovation alongside creativity. Hence, this could aid EFL students improve on miscellaneous, fundamental skills such as speaking together with listening, which are distinctly related to their communicative competence.

In view of the fact that, communication skills are crucial elements of the foreign language learning as well as teaching, the majority of students assume speaking fluently and accurately as the measure for language proficiency. Accordingly, what motivates us to embark upon this research is the fact that EFL students spend more than 3 years of instruction at the university. Yet, it is unlikely for them to express themselves using the target language, even worse, when topics are open to discussion only few students participate, whilst the rest remain mute.

This factor led, without doubt, to an inactive academic society, that have insufficient rate of instruction and production, which should not be the case, in order to develop as well as preparing EFL students professionally, so that they could be directed to their future careers and professional lives with utmost success.

In this respect, movie clips and videos represent a potential remedy for the contemporary issues. These instructional materials can bring about limitless as well as a feasible number of possibilities that can aid students enhance their communication and interaction techniques along with other fundamental skills such as listening, reading, writing, pronunciation together with paralinguistic features and various accents that would, certainly, sharpen their communicative and formulaic competencies. Not only does it help improve students' skills, but it also engages them in an entertaining, flexible and motivating instructional sphere that could, certainly, increase the desired learning objectives according to the students' expectations and needs.

This investigation aims to describe and analyze the feasibility and impactful role of movie clips and videos on the educational community as well as their efficiency as pedagogical and motivational tools alongside with their adaptability and usefulness as teaching strategies in developing EFL learners' autonomy, self-directness together with fundamental skills. A set of research issues can be raised; therefore, this study is carried out in order to answer the following questions:

1. To what extent do movie clips and videos help involve students in an enjoyable, motivating and flexible learning sphere?
2. Do movie clips and videos aid the students to improve on their communication and fundamental EFL skills?
3. What are the teachers' attitudes towards the incorporation of movie clips and videos in their teaching process, at the department of English, Abdelhamid Ibn Badis University?
4. What are the students' attitudes towards the incorporation of movie clips and videos in their learning process, at the department of English, Abdelhamid Ibn Badis University?

As tentative answers to the question above, the following hypothesises are presented:

1. Movie clips and videos can help involve students in an enjoyable, motivating and flexible learning environment.
2. Movie clips and videos can be useful in improving on students' communication and basic EFL skills.

3. EFL teachers can show interest towards the application of movie clips and videos as teaching materials in their classes.
4. EFL students may show interest towards the incorporation of movie clips and videos as motivational resources in their learning.

The answers for these research issues are approached through a case study of master one students, language and communication stream at the department of English, University of Abdelhamid Ibn Badis, Mostaganem.

In order to investigate these issues, this study will involve a mixed method research design through which the data will be collected from various resources such as: questionnaire, interview, alongside an experiment conducted with our case study. This will allow us to obtain more accurate findings and aid us approach the issues within reach from different perspectives, which will, simultaneously, increase the affirmation of the results

Our research is divided into three main chapters: chapter one provides a thorough in-depth about the development of oral communication skills together with its main characteristics, especially in higher education. In this chapter, we present, first, a broad historical background relating to the fundamental approaches for teaching communication skills and strategies through the incorporation of computer assisted language learning (henceforward CALL) in learning/teaching EFL, we will, subsequently conclude with an overview about movie clips and videos, the essence of our study. As for the second chapter, it will depict in details the methodology used, describing various instruments employed for gathering data in dealing with our research. The third chapter is for analyzing the findings, which we came across in the previous chapter as well as a succinct discussion of the results obtained from our participants. Throughout the interpretation of the participants' feedback i.e. teachers together with students, we will be able to arrive to a set of answers to our research problems along with a conclusion presented in the last section of this chapter, with regard to how movie clips and videos can be implemented purposefully, so as to make the best of these materials in EFL educational spheres.

1 Introduction

Proficiency in oral communication is the competence that every EFL learner aims at achieving. Students hence should be well prepared to use the language in the real life situations whether it is academic, social or professional setting. In view of the fact that acquiring communicative competence is the main objective of any speaker, EFL learners face many hurdles in order to achieve the ability to communicate fluently and accurately in different situations.

Therefore, it is of paramount importance for EFL learners to adopt speaking and interaction strategies, which may help them, face difficulties in expressing themselves effectively, interacting orally, or speaking in front of an audience knowing when and where they are ready to communicate use to improving verbal and non-verbal communication, which helps them adapt those very skills to different social contexts.

Oral communication is the ability to transmit ideas, feelings and thoughts verbally from one individual or group to another. There are two types of oral communication; the first is informal oral communication which mainly includes face to face alongside telephone conversation as well as discussions that take place in meetings between two people or more. The second type is formal communication, such as classroom lectures, conferences, or political speeches.

Interactive communication is carried out through speaking mainly. By taking into account how and what good speakers do, what speaking and interaction strategies can be used in class, and what goals most learners need to achieve as communicators; teachers can help their learners enhance their proficiency in communication actively and efficiently as an overall speaking competency.

This chapter presents a succinct background about the oral communication interactive along with productive skills, and the different studies that have been presented previously by some scholars.

1.1 Oral Communication Skills

The capacity to communicate with other people using language in a verbal or non-verbal form is a key element. As ability, it is strongly sought to be achieved by any speaker. Communicative language skills are fundamental elements that are strongly supported as an

approach to language teaching and learning significantly and properly in order for the learners to enhance their abilities to use the spoken form of language in specific and social contexts.

As Willis (1996) argues “a good oriented communicative activity with a specific outcome, where the emphasis is on exchanging meaning not producing specific language forms” (1996, p.36). Communication is highly significant in order for learners to verbalize their thoughts, attitudes, feelings and emotions.

Furthermore, Cameron (2010) discussed that, “Communication-based classes such as oral expression should not be focused on producing spoken forms of language solely (cited in Rahman, 2010, p.03). However, the value of communicative tasks is improving the learners’ proficiency in speaking and interacting effectively in academic and in daily life communicative events.

Speaking interactive activities give the learners two fundamental reasons for purposeful and desirable opportunities for language practice. The first reason is to provide them with openings for problem solving situations, in order for them to use the knowledge they have acquired. The second is to support learners understanding of English as a Foreign Language (EFL) as a medium for communication.

1.2 The Development of Oral communication Skills

Learning and Teaching English as a foreign language (henceforth L/TEFL) requires learner’s interaction, communication and practice to improve the speaking skill. Consequently, the aim of this skill is to achieve a higher proficiency in interaction. Learners thence, need to acquire the competency to receive and produce language actively and effectively in verbal and non-verbal correspondence. The emphasis is mainly on speaking because learners are going to be put in situations where communication in English is needed. In this part, we will shed light on the nature of speaking with more details including speaking skills, active listening, the reflective technique and questioning and feedback.

Communication involves both verbal and non-verbal communication skills. In developing effective communication the teacher in EFL contexts need to take some fundamental elements into account. Hence, there are numerous techniques that can work in the learners’ favour to enhance their speaking proficiency. The conferred abilities and skills are central and significant.

1.2.1 Speaking

According to Thornbury (2005) "*speaking is so much a part of daily life that we take it for granted*". Applied linguistics provided a set of descriptions for spoken language, speaking as interaction, and speaking as a social and situation-based activity (Thornbury, 2005, p.1). All these perspectives see speaking as an integral part of students' daily lives in producing and receiving speech, as Brown described: "*Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information*"(2005). Together, they help assessment developers form a clear understanding of what it means to be able to speak a language and then transfer this understanding to the design of tasks and rating criteria (Brown, 1994, p.127).

1.2.2 Active Listening

Interacting orally with others makes up a significant proportion of the total amount of communication that one individual is involved in everyday life. Thus active listening will reduce the odds of misunderstandings, so as to help solve problems, and permits the communicator to take advantage of opportunities that may have been missed before. Therefore including such a fundamental element in teaching oral expression classes for EFL learners helps them develop interpersonal communication skills and become neutral, non-judgemental, and engaged through. Consequently, it enables them to become effective communicators who perceive what is said and reply, accordingly, without jumping into questioning or misconceptions (Atwater & Eastwood, 1981, p.83).

1.2.3 The Reflective Technique

Reflection and clarification are two major elements that characterize an efficient communicator, which involves reflecting back to what the speaker says what the listener perceives. However, the second element which is clarification of the meaning according to what is heard. In communicative events reflection and communication are intertwined; as a result, reflection often leads to a degree of clarification as it is the case with reflection where often some degree of reflection is required (Gordon & Thomas, 1977, p57).

1.2.4 Questioning Skills and Feedback

For EFL teachers and learners this technique is highly required, we can list seven different types of questioning that can be used when communicating: open, probing closed, reflective, leading, and hypothetical as well as paraphrasing. They can help the learners, especially to enhance their active listening techniques and skills so as to respond effectively in oral interaction. Questions can help the listener focus attention on specific utterance that has been said, elicit new ideas, and encourage exploration along with fostering commitment to the same topic (Effective communication – Communication skills, 2013)

However, giving feedback requires a great deal of patience, which is another quality for learners to consider, still by allowing short time lapse of silence before asking for feedback. The listener, subsequently, will ensure that the speaker has said what he wants and it is time for him to take turn. At the same time, the addressee here can paraphrase the speaker's statement so as to give him accurate feedback of what he has perceived and indicate attentiveness, which in turn is considered very crucial to avoid any misconception or misunderstanding (ibid)

1.3 Reasons for teaching oral Communication Skills

To most EFL learners, oral communication is a troublesome task. Teachers of oral communication must take into account that it is multifaceted and complex as an approach to the language learning/teaching process. Therefore, we can highlight the most crucial aspect, which is the fact that oral communication is usually interactional; that is between two or more participants. Accordingly, these participants usually take turns, alternatively acting as speakers and listeners. According to CEFR (2001, p.90) in order to communicate orally, an individual must be able to:

- a. Plan and organise a message (cognitive skills)
- b. Formulate a linguistic utterance (linguistic skills)
- c. Articulate the utterance (phonetic skills)
- d. Perceive the utterance (auditory phonetic skills)
- e. Identify the linguistic message (linguistic skills)
- f. Understand the message (semantic skills)
- g. Interpret the message (cognitive skills)

This may appear as a long list of skills to acquire and eventually master. However, from Bygate's views (1987), there are two more skills to be achieved so as to gain proficiency in language and oral communication. The first is motor-perceptive which focuses on perceiving, recalling and articulating the spoken language sounds as well as structures in the appropriate order (Bygate, 1987, p.06).

From another perspective, the challenge with these skills is the transition from the classroom to real life interaction situation as well as using them effectively in oral communication in order to function efficiently in various settings. The interaction skills are more complex and multidimensional, since they exploit the knowledge of language with the motor-perceptive skills to retain communication. In other words, they are concerned with making choices about communication; for instance, what to state, how to state, and whether proceeding with that point of discussion is helpful for the speaker to make himself understood.

Moreover, right or wrong decisions, dependably, rely on different aspects of oral interaction. Accordingly, successful of communication rests on what the speaker has decided to say along with what his intentions are; therefore, they can affect and result in.

In teaching oral expression classes the teacher has to take into account the learners needs and the context where they are going to use language. Thus, it is crucial that learners make difference between the spoken and written forms of interaction. It is the teacher's role to raise awareness among his learners especially, about the functions of the spoken and written language and to what extent it differs. It is argued that the written form of communication in most cases is transactional where the language is used to transfer provide information, whereas the spoken language is transactional in a different mode, which is interpreted in forms of speech acts in order to get things done in the real world; for instance, lecturing and explaining, making requests, and giving instruction (Brown & Yule, 1983, p.11-13).

Many difficulties hinder EFL learners when it comes to producing language in oral interaction such as time pressure which affects the learners' ability to think of what to say and that may cause him to show hesitation while speaking. Nevertheless, there are four techniques to consider compensating for hesitation in interaction:

Simplifying structures

Ellipsis, i.e. omission of parts of a sentence

using formulaic expressions

Using fillers and hesitation devices

Simplifying a structure implies that, for instance, the speaker utilizes the main clause instead of the subordinate clause. *Ellipsis* is an exceptionally regular technique for assistance, yet it requires fundamental background knowledge for those who are participating in conversation; such as: the utterance Look! Require that the listeners see to what the speaker is indicating at or having background knowledge about what the speaker intends to explain. *Formulaic expressions* can be described as set of idiomatic and colloquial expressions. As important elements of formulaic competence, the speakers find very helpful since they encourage creation in speech acts and easy to learn and produce as isolated lumps of utterances. *Fillers and hesitation devices* such as Hmm! Well! Look! Are used because they allow the speaker extra time to plan and sort out his/her message.

1.4 Speaking and Communication Abilities

Speaking and communication abilities can be referred to as the strategies utilized when engaging in conversation, which enable learners to successful and effective communication. These procedures are employed in the mechanism verbal or nonverbal techniques for the gainful medium of data, and its objective is to create abilities that will help us to deal with troublesome communication circumstances firmly and autonomously (Darker, 2000).

As a matter of fact, learning to speak is an essential objective in itself. Hence, speaking is the type of communication that is frequently used to express feelings, make contentions, offer clarifications, transmit information and make impersonation. Therefore, we can consider language objective as communication and the speaking goal in a language society is to empower effectiveness in mutual intelligibility. Oral communication skills can be sharpened with purposive training through particular instructive capacities. Figuring out how to speak is an imperative objective in itself. Thus, when discussing speaking abilities, they are ought to be mentioned as, communicative skills, productive skills and interaction skills, since they are part of the EFL learners' communicative competence, therefore they are highly required, because they equip the students with the potential to operate productively; more explanation and clarification are provided in various following headings of this section.

1.4.1 Interaction Skills

The development of oral interaction and cooperation skills are fundamental to EFL learners, talking and listening abilities are basic to their capacity to take part in communication efficaciously (Schaetzel, 2008). Utilizing knowledge of the language in a more practical way in educational as well as other settings is what; obviously, urge both students and teachers to work collaboratively in order to improve those skills which are decisive to gage communication success.

As Bygate (1987) clarified *"interaction skills include settling on choices about communication, for example, what to state, how to state it and whether to improve it"*. (Bygate, 1987, p.06)

In EFL learning, oral interaction is amongst the most troublesome skills to develop. Oral communication, thus, is frequently overlooked in classroom environment, since its successfulness relies on a number of instructing and learning variables. When teaching language, numerous teachers concentrate solely on spoken or informative interaction without recognizing associated non verbal interaction (Arias, 2009).

The literature on classroom interaction focuses on three essential territories for teachers to consider when utilizing intuitive and interactive activities in their classrooms: precisely choosing subjects for interaction, helping learners comprehend different communication strategies, and giving students particular ways to communicate productively (Ellis, 2005, Cited in Arias, 2009).

Oral communication teachers' attentiveness regarding these aspects of EFL teaching will help learners who are likely unfamiliar with class discussions, social situations and work settings in order to improve on their interaction skills and speaking proficiency.

1.4.2 Speaking as a Productive Skill

Enhancing the speaking skill is of fundamental significance for EFL learners. Consecutively, engaging tasks have proven their effectiveness in creating anxiety free environment, which help the learner think critically and develop self confidence. Therefore, instruction and guidelines ought to be clear and brief in such class; readiness for learning and autonomy are highly required. Subsequently, the teacher's responsibility lies in preparing functional topics and language familiarization opportunities. Fluency should not be interrupted, and instructive materials are ought to be incorporated.

Bygate discussed that “*We can see how helpful it is for learners to be able to facilitate oral production by using these features, and how important it is for them to get used to compensating for the problem*” (1987, p.20). The facilitation strategies are simplifying, hesitation devices, short-cuts and formulaic expressions.

For EFL learners to enhance their proficiency in speaking, some steps are required. Initially, making decent classroom conditions is as critical as the content of the class. The teachers, thus, are responsible for creating a relaxing atmosphere inside the class; nevertheless, the students’ attitude toward learning is as important. Besides, the teacher needs to realize the fact that his students are with different profiles, learning styles and strategies. Furthermore, it should not be expected for them to progress in the same pace. That is why the teacher is required to draw from his own experience either as teacher or student.

In addition, the teacher must explain to his students that learning takes time, effort and practice to elevate their motivation and direct their attitude toward a positive track to achieve their objectives. Moreover, selecting activities of pertinent interest to the learners and their level is a key element, especially presentations and role plays and attractive problem-solving tasks, which they find motivating, challenging, intriguing and most importantly enjoyable.

At last but not least, the students’ motivation can also channelled and elevated by the teacher, that is throughout constant reminder to remain in touch with the English language by listening to radio, watching TV, reading books, searching on the web in English which may help them enhance the language level of proficiency (Bygate, 1987).

1.5 Approaches to teaching oral communication skills

In this part, two fundamental approaches to teaching oral competence and skills are discussed precisely and concisely. Therefore, if fundamental guideline and chances to work on speaking are accessible, students will be able to position themselves to finish a wide range of objectives and become valuable individuals in their communities. Hence, these approaches can prove their effectiveness and the aim behind using them in class is substantially significant. Moreover, each approach has its own uniqueness and views to language teaching and oral communication.

1.5.1 Task-based approach

As speakers of the foreign language there are several components of oral communication in which one is required to be aware of in order to figure out how to use them in his advantage.

Aside from the language used for communication, there are a few other skills which the speaker ought to acquire so as to communicate proficiently. (Willis, 1996, p.6)

The Skills are eye contact, paralinguistic features, style, perceiving the audience, adapting, active listening, precision, conciseness, and so on. What teachers should focus on is improving these very skills that are, certainly, needed for communicating operationally. Also, they must be aware of their students' needs, especially when they are carrying out a task in class, teachers gain well-defined insight about what learners need to work on and improve most. Hence, Task-based approach seems to be suitable for meeting those needs.

In addition, Task-based language teaching has a number of purposes. (ibid, p.6.35) identifies eight purposes:

1. *to give learners the confidence and chance to experiment with whatever language they know.*
2. *To allow learners to experience unconstrained and improvised interaction;*
3. *To permit learners to profit by seeing how others express exchangeable meanings;*
4. *To give learners chances to negotiate meaning turn taking while speaking.*
5. *To engage learners in using language cooperatively and significantly;*
6. *To promote learners' interest in engaging in total interaction, not only one-sided interaction.*
7. *To provide learners with opportunities to experiment with communication procedures; techniques and strategies.*
8. *To raise learners' self esteem and certainty that they can accomplish informative and communicative objectives.* (ibid)

1.5.2 The Communicative Approach

Communicative class is significantly useful; especially, in providing students with opportunities for purposeful communicative language use. Broadly speaking, communicative activities are “fluency based activities” which motivate students to use the target language in an interactive learning (Teat, 2001, p.01). In any case, for a fruitful execution of communicative activities the learning environment must be “learners centred” and the activities must be intuitive, authentic and contextualized (Richard and Rodgers, 1982, p.163).

a. Information Gap Activity

Communicating information is thought to be one of the imperative parts of CLT as it provides students with broad communication opportunities where they supply each other with information.

Harmer portrayed information gap activity " *a situation where information is known just by one or some of those present , students use the language at their disposal at their command to bridge the information gap by making inquiry and providing information*" (Harmer 2001, p.85)

b. Role Play Activity

As indicated by Livingstone; Role play is one feature of the communicative class in which the students are offered the chance to rehearse language, the facet of role behaviour and probable situations where students are required to perform outside the classroom (Livingstone, 1983, p.03).

c. Group work

Group work is another essential feature of communicative class activities that encourages cooperative learning. Furthermore, it helps the enhancement of the communicative ability, where the learners are welcomed and free to express thoughts and knowledge. In that respect, special attribution is to peer-assessment that helps students redress mistakes made, thanks to the engaging debate with their classmates. Consequently, cooperative learning has an extraordinary potential for the under mentioned reasons:

1. Students are urged to perform dynamically as opposed to uninvolved learners.
2. It promotes the improvement of interactive skills through team work.
3. Students have the chance to learn from each other.

d. Gaming Activity

Game activities are used to learn in an enjoyable way particular forms and vocabulary and to encourage students to interact fluently with each other when they are using the Target Language. Icebreaker is one of the best games which can be played inside the classroom. Icebreakers are used to break the barriers among the students, this kind of game help students to increase confidence and corporate with each other.

e. Conversation Activity

Conversation activity is another feature of communicative class which invigorates students to speak using the target language and pushes them to use "verbal and non-verbal strategies in

natural situation” (Wall, 1987, p.06). Conversation activity is very important in improving students’ oral performance. An ideal interactive classroom requires a flexible environment which supports meaningful exposure to English as Foreign Language and chances to use it.

1.6 The Incorporation of ICT’s in the Classroom.

Computers are becoming progressively imperative, particularly in our academic, social and occupational lives. Consequently, the world of today is controlled by computers and students are winding up noticeably more intrigued by them. They would rather go on line and read into various subjects instead of going to library and read many books searching for something that may not be found. On the other hand, EFL learners and teachers are exploiting computers to an ever increasing extent, which can be noticed in every aspect of the teaching/ learning process. *“Information and communication technologies (ICTs) are simply technologies derived from scientific and technological progress in computer sciences, electronics and telecommunications. They enable us to process, store, retrieve and disseminate valuable information in text, sound and video form”* (Mikre, 2011, p.3).

As indicated by Harmer (2011), the utilization of computers in the educational context mostly, and in teaching English especially, maximizes the learning procedure at a phenomenal speed. Subsequently, teachers need to ensure that the computer has every one of its segments, and it must have sufficient memory to deal with the data proficiently (Harmer, 2001).

One facet of the ICTs is the E-learning, “web based otherwise known as online learning” which is a program whether formal (as the case of learning in class utilizing this methodology) or informal (like autonomous learning of languages) including all levels and exploiting the web. With the end goal of delivering courses, encouraging learning, and empowering association and assisting with assessment (Tinio, 2002, referred to in Mikre, 2011).

1.7 Crucial Role of ICT in EFL Context

Hartoyo (2008) point out that English language teaching has been moulded to seek for the 'one best method' of teaching the language. Nonetheless, the emphasis of instruction is listening, reading or grammar and vocabulary of the target language. Also, speaking co-operatively, using the target language, about varied issues in different settings. Endeavours of the teaching profession have been shaped out of the attempt to come up with “a superior method” for teaching than the current strategy.

The information technology coordinates the historical backdrop of innovative educational technology into a whole new groove. Consequently, the positive effect of different reviews on the ICT's incorporation to support learning in education, promote its integration in EFL teaching and learning, though it is not excessive in this country. In any case, having a consideration for the prospect of a future that allows for deploying ICT in supporting learning can be encouraged through proper adoption of authentic materials and learning, stimulate motivation, learner-centeredness, creativity and innovation, in addition to practical tools of ICT in teaching and learning English.

1.8 ICT Instruments in EFL Context

ICT offers a number of advantages in several aspects as Herington (2002) indicated that innovation encourages and expedites the exposure to authentic language. Another aspect can be noticed in its supply to extensive resources and language varieties. Hence, learners are offered the chance to communicate with the outside world more than ever. In addition to its support for learner-centeredness aspect, ICT develops learners' autonomy and helps them communicate more often with each other in a wider range. There are some kinds of technologies classified into ICT; commonly used in language context, in this section two of the main instruments and which are mainly employed will be discussed. They are Computer Assisted language learning (CALL) and interactive multimedia.

1.8.1 Computer Assisted Language learning (CALL)

The most recent method that is under development is computer assisted language Learning (CALL). A few practitioners and experts of education and learning language in CALL, unequivocally indorse the use of ICT in language learning and its role to enhance proficiency and productivity in learning, which can enhance the quality of comprehension and proficiency of the learnt language. Additionally, the incorporation of ICT in the language learning field is inevitable to understand that ICTs and language learning are two viewpoints which indorse each other inseparably like two sides of the coin (Hartoyo, 2010).

Fortunately, computer assisted language learning (CALL) has witnessed perceptible and expansive turnout by English teachers. This instrument is adaptable, rich and interactive. It is an

versatile tool and considered flexible in term of time and place. This is thanks to the computer's capacity to exhibit material in more diverse courses than either books or recordings do.

Moreover, CALL can produce collaboration and enhance communicative competence, by procuring authentic material to the class or autonomous learning. This method focuses on computer use to enhance the process and outcomes of language learning.

Additionally, the term information and communication technologies incorporates innovation and advancements in which the computer assumes a focal part, i.e. computer assisted language learning (CALL), the web, and assortment of generic PC application and devices such as overhead projector i.e. data show (Davies, 2016).

For the purpose of helping institutions, teachers, and students to understand that the role of information and communication technologies is goal-directed and significant as a method to ease and maximize the productivity for learners particularly, and to help achieve the learning objectives in general.

1.8.2 The Incorporation of Interactive Multimedia in the Classroom

It has been additionally accepted that more than other media can support students in learning language. English language is a need for a great number of students in today's world, while innovation improvement has remarkably contributed to the advancement of education, particularly EFL learning and teaching. Since English is one of the troublesome subjects, teachers must promote interactive language learning to make students intrigued and motivated.

In the historical background of the improvement of education, information and communication technology is a focal element of the medium used to pass on the message of science to many individuals. *“Moving from printing innovation and technology several decades ago, for example, printed books, broadcast communications media, voice recorded on tape, video, TV, and CDs”* (Quint Randle, 2001). As indicated by Kent (2004) *“ICT in education refers to “information and communication technology (ICT), for example, computers, interactive facilities and tools that differently indorse language teaching learning and a scope of interactive activities in education.*

a. Audio devices

Sound gadgets can be utilized with other media to frame an interactive medium for information and knowledge transfer. In any case, it can as well be used independently as autonomous instrument. Audio devices may include tools such as: speakers, headphones, and CDs and so on.

b. Internet

Internet can be utilized as means for language teaching and learning through some features of the internet interactive media such as: the World Wide Web (WWW), audio-visual conferencing webinars and so on.

c. Television

As mentioned in Oxford dictionary, TV is a framework for converting visual pictures (with sound) into electrical signs, transmitting them by radio or different means, and displaying them electronically on a screen.

d. Mobile (Smartphone)

Mobile contraptions such as: smart phones which are equipped with applications like software that consequently empowers it to execute as a mini personal computer. By utilizing this device and its web association, everyone could appreciate visiting, perusing, and talk to each other with the more extensive range. The innovative science and technology makes the size and cost of those contraptions less expensive and more reachable.

e. Social interface

This media provides facility that enables an interaction between human and computer. People set up more interaction with computer in a more intuitive way with less effort-through writing, voice, touch, eye movements, and other gestures. (Hartoyo, 2012, p.34). This innovation in technology fills in as a breakthrough of the current improvement of interactive media, audio-graphic web conferencing via computer, and intuitive TV by means of satellite (National Broadband of Employment, Education and Training, 1993, p05).

f. Interactive whiteboard

A smart, interactive whiteboard or (IWB) is a substantial intuitive display, (for example, a touch screen monitor) which is associated with a computer and overhead projector. The overhead ventures the computer's desktop onto the board's surface, where individuals can control the system utilizing a pen, finger or different command tools.

1.9 Innovation and creativity in oral communication classes

Movies are exciting and have a forceful influence, especially on students learning EFL. For learners to be exposed to authentic discourse with different accents is a brilliant experience.

What is even more supportive is the fact that there are countless motion pictures in view of an unbounded measure of things that can be utilized to present or start discussions about a specific subject, be it historical events, cultural aspects of the target language or simply a fun movie to learn real language from. In addition, bringing well known motion pictures into the lesson can demonstrate to the students how they can gain from and rehearse English when watching movie clips or short movies in their own time. Hence, Harmer (2001) claimed that there is a number of movie clips viewing technique, which can be used in movie-based lessons with students in interactive classes to awaken their curiosity.

a. Fast Forward

The educator can press the "play" catch and quick forward the video so the succession passes noiselessly at high speed, then when it is over, he or she asks the students what the short video was about and whether they can figure out what the characters were saying. In line of what harmer (2003) and Brutton (1981) suggested, this activity can be used for brain storming and interactive discussion between the students.

b. Silent viewing

In that harmer (2001) mentioned that the teacher in this stage can play the tape at an ordinary speed, however with the sound turned off. Then students foresee the content of the scene, compose their script and perform it. This technique is considered very useful in order to motivate students and involve them in the classroom and enhance their communicative skills. Along these lines they can hone distinctive aptitudes. They can tune in, speaking, writing and performance abilities (Allan, M. 1985).

c. Freeze Frame

In that harmer expressed that the teacher can pauses the movie-clip at any minute during the play time sequence. At that point he stops characters in their tracks. He said this is helpful for requesting that students foresee the following events (ibid).

d. Partial Viewing

To incite the students' interest, the teacher utilizes pieces of card to cover the greater part of the screen. She or he puts little squares of paper everywhere throughout the screen and expel them one by one. This enables him to make a variety of partial viewing by using an expansive partition put at the correct angles to on screen. Half the class can see one portion of the screen, while the rest see the other half. At that point they need to state what they think individuals on the opposite side (Harmer, 2001).

e. Pictureless listening

Harmer claimed that in a scene without discourse, students can tune in to the sounds to predict the events of this scene. Listening can be characterized as the capacity which empowers students to perceive and understand what characters are stating. They comprehend their inflections or articulation, their sentence structure, their vocabulary, and the significance they want to convey (ibid).

f. Picture or Speech

According to harmer, the teacher can separate the class into two, so that half of the class confronts the screen, and the second half faces away. The students who can see the screen need to depict what are seeing to the students who can't see. This compels them to be incorporated into cooperative interaction with information gap activity. It is likewise a powerful technique for blending redundancy, production, accuracy and fluency (ibid).

1.10 Motivation through movie clips interactive activities

This topic is related to "use of movie clips as a motivational and pedagogical tool in teaching and learning EFL". Likewise, it claims that using movie clips in the classroom enhances students' motivation and making classes additionally intriguing and exposing learners to the target language. Utilizing films in interactive language learning provides a number of advantages to the learners; such as: Intriguing understandable input to learners. It also Permits the learners to get dynamically involved in lessons at their learning pace. The utilization of movie clips in the classroom gives an exhilarating and up-to-date input for EFL learners to be exposed and learn English. Subsequently, professionals and practitioners encourage the utilization of movie clips as an educational tool in the classroom. "Watching movies is exceptionally noteworthy as it aides in enhancing the learners' critical, auditory and visual consciousness.

To help your EFL students improve their English and enhance their communication skills by using full length movies short films, as well as movie clips. The following interactive activities are considerably significant.

a. Act it Out

This activity will encourage students, and dynamically take them out of their comfort zone in an enjoyable and relaxed way.

Watching a movie-clip that is anywhere between five and twenty minutes in length, depending upon the duration of the lesson and the level of the students. Afterwards students will be informed that they will play out the clip in front of their classmates. Learners are put in groups, according to characters' number in the movie clip. The point is to have the correct number of characters for the right number of students in a group, yet when this is impractical, two students can fill the role of one character, dividing the lines between them. Then again, there could likewise be a storyteller.

There are a few distinctive approaches to do this action. Students are given only a short amount of time to rehearse, and not allowed to write anything down on paper. Sometimes not allowing them time to practice can be an assessment for their imagination, and check whether they can make ad libbing. However, this ought to be saved for higher or more confident learners.

Another form is to permit students to set up a script of sorts before they start rehearsing, or even to print an extract of the script for them to utilize. After a sufficient period of practice, students perform for each other. To guarantee entertainment, give outfits or props or the like.

b. What Happens Next?

Students use their skills of deduction and perception to foresee the following some portion of the movie. This task is better if they have not seen the motion picture some time before, however it does not make a big difference if they have, as the clip can be utilized to test their memory. Either make multiple choice answers or let the students come up with their own particular thoughts. The teacher plays a short (2 minutes) clip of the movie, then press pause. Students are asked to think about what occurs next, either in groups, as whole team or as individuals. The teacher plays the following part to see whether students' guess was correct. Then utilizing a few different clips of the motion picture, or proceed with consecutive clips can be very useful.

c. Character Questionnaire and Role Play

The point of this action is for students to get inside the character's mind, and have him react appropriately to a particular circumstance. It's favourable for rehearsing conversation, intonation and fluency. In the pre-movie-clip stage, students are assigned characters and given a questionnaire to fill while viewing. When the movie-clip is done, students will be grouped in pairs in sets and handed pre-arranged scenarios. For instance, the characters both need to purchase the last umbrella in the store, or they are at a diner when one of them is rude to the waitress."Students use what they gathered in their survey to choose how their character would respond in the given situation. The students will have five minutes to practice, and then perform to the class.

d. Describe the Place

Enhancing students' skills of perception and oral description is very fruitful with this basic activity. Watch a scene from a motion picture. Students are asked to describe what the place looks like; giving as much details as possible is reasonably expected. This could be a room, a road, a diner or the outside of a castle. Make it a group game, inspiring students to record every one of the details they could recollect. The group that composes the most wins!

Another adaptation of this action is to motivate students to draw a photo of the scene and describe what they have drawn.

e. Alternative Ending

In this activity, students are asked to practice story-writing techniques, relying on what suits the lesson, it is not a great deal if a few students have seen the movie before. Knowing how the story truly unfolds can only improve their innovative prospects. The teacher however must give evident instructions that they can't just compose the original ending of the film!

The teacher plays a short part of the movie or long from any point in the movie. Later on, students are placed in small groups to make an alternative ending to the story. They can compose it out, or show it in a graphic novel style with pictures and words.

1.11 The effectiveness of Movie clips in oral communication classes

Since we are living in the twenty-first century, individuals want to have access to the world of media; Individuals need access to the universe of English language media: they need to have the capacity to see the news, get information from announcements, or watch a movie to put it

plainly and to utilize these language items like ordinary customers. This may well be one of our students' primary objectives in learning English, and in all fairness, they must have the skill to get a fast look at their objectives. In the event that we are set up to teach reading newspapers, or conversation we may as well consider teaching these significant audio-visual assisted language (Sherman, 2003).

Using movie clips can be an entertaining and motivating tool also for learners with different skills and levels. Hence, they provide the learners with real-life language input, which may be difficult to receive otherwise in a non-English speaking environment.

Combining both audio and visuality makes film a comprehensive tool for language teaching. The visuality also supports the students: it helps learners by supporting the verbal message and provides a focus of attention while they listen.

Movie clips can even, to some extent, be a substitute for the input that EFL students cannot receive outside the classroom. In addition, real spoken language includes several characteristics that textbook or other materials cannot present. These characteristics are, for instance, false starts or incomplete sentences along with hesitations. There are also several regional, gender and ethnic variations and also differences in the level of formality.

1.12 Conclusion

Using movie clips and videos can be considerably useful for EFL learners; especially with the constant exposure to authentic language in use through these motivational and innovative tools as well as benign instructional materials. Mastering the speaking skill, thus, can be particularly enjoyable via short videos and movie clips for learners so as to be more familiar with the English language, through which they can discover how it can be used appropriately in various contexts. By enhancing speaking abilities; interactive, productive and communicative skills then with communication strategies the students can develop their speaking skill efficiently to become effective communicators, which allow them to function proficiently in different situations using the target language.

Chapter II:

Research Methodology

2 Introduction

In the field of education investigating about human and social science issues is not an easy task that lends itself to the exactitude and explicitness required in the field of scientific research. Hence, this chapter is devoted to discuss the methods we followed to carry out the practical phase of this study including data gathering tools which involves the questionnaires, the interview, the sample population chosen specifically for the current investigation and an experiment carried out at Abdelhamid Ibn Badis University of Mostaganem according to research design. In order to make this investigation more explicit, the following sections explain the steps, procedures, methods and the instrumentation used in this research as well as the organization and design of the experiment which makes the research easily approached.

2.1 Research method

As stated earlier, our research project is carried out as a tentative attempt to shed light on the use of movie clips and videos as a pedagogical and motivational tool regarding the teachers' and students' attitude towards their incorporation in EFL learning and teaching. These issues were drawn from the fact that most students spent several years in university studying English, yet it is often noticed that they cannot communicate using the spoken target language as they are expected which may indicate a lack of proficiency in oral interaction and speaking abilities.

In order to obtain more reliable answers to the problems, both qualitative and quantitative methods were used. *“Most quantitative research falls into two areas: studies that describe events and studies aimed at discovering inferences or casual relationships. Descriptive studies are aimed at finding out ‘what is’, so observational and survey methods are frequently used to collect descriptive data”* (Borg& Gall, 1989).

In the centre of any investigation into educational phenomena are the variables, which in this case are both the teachers and the students. In this prospect, questionnaire was administered to teachers and to students as well. The questionnaire encompasses two main types of questions which are closed and open-ended. The first is limited to number of choices that the respondents can choose from according to their perceptions; here they can either tick one answer or many. On the other hand, open ended questions give more space to the respondents to answer in their own words with specific details according to their perception.

The interview is also imperative in this investigation in order to reinforce the quality of the gathered data. It is advantageous in the sense that it can provide much more details and allow for more personal explanations of questions in case more points need to be clarified.

For the previously mentioned reasons, the interview can be regarded as a valuable and reliable instrument for gathering data.

2.2 Context

The field work for this study was purposefully chosen because the subjects and the location of the enquiry are suitable for the context of the experimental method used. Hence, it could provide us with profound and substantial data, which may contribute to solve the problem of the study. The experiment was conducted at the University of Abdelhamid Ibn Badis, English department, Mostaganem.

2.3 Population and sampling

In the prospect of any research phenomena the participants are the heart of enquiry. Therefore, the participants selected to take part in the accomplishment of the investigation are divided into two main informants.

2.3.1 The students

We chose to select a sample of 22 master one students. The reason behind choosing “master one students, language and communication stream” is because they demonstrate a remarkable readiness for EFL learning as well as their motivation to speak and use the target language.

2.3.2 The Teachers

We chose to deal with a sample of 10 EFL teachers who are well-versed in the field of, Applied Linguistics, didactics and teaching oral communication. This sample is purposive due to their experience in the field of communication, interactive classes in order to collect different views about their attitudes towards the integration of video-clips in oral expression classes and whether they see it as a motivational instrument in enhancing students’ oral competencies.

2.4 Research Instruments

For the present study, two different types of instruments are employed to acquire qualitative and quantitative data. They are an experiment conducted at different stages, questionnaires

addressed to both teachers and students to collect their responses according to their perception and attitude towards the use of video-clips in EFL learning and teaching.

2.4.1 The Interview

The interview in educational and academic fields has several advantages in order to collect valuable and reliable data from the informants. One of the pros of informal interview is private and individual administration with the interviewee where the researcher can complete the information if necessary. Another advantage is allowing the informants to give personal explanation and illustration of unclear points whenever needed. For the reason mentioned above the unstructured interview is regarded as a valuable instrument especially when dealing with a small population. Therefore, the researcher has decided to conduct interviews with our sample of participants who are teachers of oral communication along with master one language communication students. The aim behind conducting this interview is to have an idea about the teachers alongside students' perception and attitude towards the incorporation of movie clips and videos as motivational tools in oral teaching and learning EFL, as well as their benefits in enhancing the students' communicative skills.

2.4.2 The Questionnaire

The questionnaire is one of the most valuable instruments used to collect data in conducting this research. The aim of this study is to unravel the teachers' and students' perception and attitude toward the use of movie clips in learning and teaching EFL student. For this reason, the questionnaire is designed for the purpose of gaining further insight about the circumstances in which the learners are learning in the academia. The survey addressed to students aims at addressing some personal information such as their age and gender, as it focuses on knowing about their point of views in relation to the implementation of movie clips and videos in their classes, as well as their suggestions to teachers concerning the use and application of short videos and movie clips. *"The term survey is commonly applied to a research methodology designed to collect data from a specific population, or sample from that population, and typically utilizes a questionnaire or interview as the survey instrument"* (Robson, 1993).

As for the questionnaire addressed to teachers focus more on asking about their opinions about using the movie clips and short video as means for motivational teaching and learning.

2.4.3 The Experiment

The experiment is carried out in relationship with the nature of our research project and with accordance to the case of study, which will determine and characterize the design of this investigation. In our case the available instruments used in order to proceed with the experiment are as follow:

10 video clips taken from “TED Talks” watched on YouTube or clipped from Movies, as well as some educational and motivational short videos ranging from 5 to 10 minutes. The title, aim and link to the website from where it was obtained are mentioned below.

Video 1: “*a trial against education system*” (a video-clip with subtitles from the original video)

Aim: to raise awareness amongst students about the fact that schools killing creativity in our learners. https://www.youtube.com/watch?v=SG8z_2M5_3g&t=27s

Video 2: “*Do schools kill creativity?*” (Clipped video of a conference held by Sir Ken Robinson)

Aim: discussing the issue about how our educational system stifles innovation and creativity in little children. https://www.ted.com/talks/ken_robinson_says_schools_kill_creativity

Video 3: “Po’s training at level 0” (a clip taken from kung fu panda movie 2008)

Aim: To raise students’ awareness about the frustration and struggles that our learners face at school due to the evaluations system. <https://www.youtube.com/watch?v=dWo0dm16wLY>

Video 4: “*Oogway’s words of wisdom*” (movie-clip obtained from kung fu panda movie 2008)

Aim: To raise students’ awareness about the important role that the teachers must play in motivating their learners in order to gain self confidence and build their self esteem.

https://www.youtube.com/watch?v=Nq8loZlpa_8

Video 5: “Illusion of control” (This movie-clip is taken from the same movie)

Aim: To give an example about the rigid mentality of traditional and authoritarian teachers.

<https://www.youtube.com/watch?v=DLpUev1FvS0>

Video 6: “Now I believe” (This movie clip is taken from the same movie)

Aim: To showcase to students what is the difference between authoritarian and authoritative teachers. <https://www.youtube.com/watch?v=84VtdVK2a0A&t=18s>

Video 7: “Every teacher and student needs to watch this” (short video from posted on face Book)

Aim: to raise students’ awareness about the ethics of being a teacher and how influential they can be in order to reach their learners’ hearts and their ability to change lives.

<https://www.facebook.com/JayShettyIW/videos/1789582104689580/>

Video 8: “Every kid needs a champion Rita Pierson” (video-clip from TED talks)

Aim: the teachers’ role and their impact on the learners’ self confidence, self esteem, creating motivation, as well as personality growth.

https://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion?language=fr

Video 9: “The teachers at one school in Portugal sent the following letter to parents”

Aim: to showcase the importance of the parents’ role to educate their kids before they are sent to school in order for the teacher to complete it with the knowledge they need and deserve.

<https://www.youtube.com/watch?v=MHYjuX0SEi8>

Video 10: “freedom writers – the showdown” (movie-clip from freedom writers movie 2007)

Aim: Classroom management is one of the most important key elements to the success of the learning/teaching process, which the students have to consider once they become teachers.

<https://www.youtube.com/watch?v=eYYf-mUmPqI>

After having presented our selected videos and the aims behind their use, the following stages are the steps we went through when conducting this experiment:

Stage one: the researcher’s first step to conducting any research project in any scientific field is to hypothesize about the issue being studied or investigated. According to J. Murrey Atkins Library, “*the hypothesis is defined as an educated guess that is tested by a thorough study based on observation or experiment i.e. evidence*” (2016). Since our study aims at investigating the use of movies and videos as a motivational and pedagogical tool in teaching and learning EFL, we hypothesize that movie clips and short videos can encourage EFL students to engage in

communication and motivate them interact orally which consequently will increase their level of achievement in terms of interaction and speaking abilities.

Stage Two: At this level, we decided on the target population that is fit to be selected to work on as part of the study, then later on the researcher made acquaintance with the experimental group which consists of 22 EFL students. The group was selected specifically in order to reinforce and support the credibility of our results. The researcher has purposefully selected an experimental group, due to some features that characterize this group and which have been explained in previous section.

Stage three: This stage involves the time scale, though considering the time constraints; this experiment needs at least several weeks to come by observable results. Another important prospect of this research is to determine the pace and frequency of the experiment in accordance with the experimental group in order for this study to meet the desirable objectives of this investigation. In our case, the focus is on videos and movie clips and whether they can bring about motivation for EFL learners to engage in oral interaction as well as developing their communicative skills.

Stage four: is the very last step, which deals with the experiment in the field according to the prescribed procedures, design and underlined objectives as well as evoking the result gathered, which will be later on analyzed and described in numerical forms. Thus, this will allow us to ensure the relationship between what has been hypothesized about the research issues earlier and the results obtained from this study.

2.5 Description of the Students' Preliminary Questionnaire

As mentioned earlier, the objective of the current study is to unravel the effectiveness of movie clips and short videos in enhancing the learners' oral proficiency and communication skills. Thus, the students' questionnaire is the second tool used to collect credible data about the students' opinion concerning the incorporation of short videos in Oral communication class vis-à-vis the context of this investigation.

The questionnaire of the student is a 16 item questionnaire divided into three sections. The first one is inclusive personal information questions such as gender, age and the system of university that the respondents belong to.

The second section is an enquiry that basically aims at unveiling the students' attitudes, opinions and views vis-à-vis the integration of short movie clips and videos and their usefulness in developing communication abilities.

Question 1 is the first question in section two which aims to get to know about the students' attitude towards oral expression learning experience.

Question (2) attempts to find out about their point of view concerning the integration of ICT and whether it is useful or not to help them improve their level as EFL learners.

Question (3) seeks to pinpoint the learners' level of oral communication proficiency.

Question (4) is important to know about the participants' learning preferences and whether they have readiness and motivation to use movie clips and short videos in class.

Question (5) tries to figure out what kind of movies the respondents would prefer to watch in an oral communication session and what genre motivates them best in an interactive class of debatable topics and constructive discussions.

Question (6) enquires about the students' opinion and point of view regarding the use of movie clips and short videos as a motivational instrument and enjoyable material to use in class.

Question (7) offers the respondents a series of choices to select from regarding the advantages that may come from integrating short video clips in EFL communicative classes.

Question (8) is significant to know the students opinion regarding the benefit of regular exposure to native speakers language throughout different videos as well as their role in helping them improve on their speaking and listening skills.

Question (9) is crucial to have a clear idea about the informants' point of view vis-à-vis the use of movie clips in the classroom and whether they believe it a useful tool to help them overcome their weaknesses in pronunciation as well as supporting them to develop their oral and interaction skills as EFL learners.

Question (10) is proposed to know about the students' beliefs in relation to video based discussion and its support to enhance the four skills.

Question (11) the informants are asked about their preferences regarding the video genres that motivate them the most to engage in communication and encourage them to speak.

Question (12) attempts to pinpoint if video-clips as a motivational tool would meet the students ambitions, and whether they find them accommodating as means to provide them with enough examples of authentic language in use to acquire certain formulaic competencies.

Question (13) is the final question of the students' questionnaire which gives the participants the freedom to speak their minds and give their suggestions to oral communication teachers in relation to the implementation of movie clips and short video clips as motivational tools in EFL classroom.

2.6 Description of the Teachers' Preliminary Questionnaire

As it has been mentioned in the previous section, the teachers' questionnaire is a viable instrument for collecting useful and credible data in our research study. The teachers' survey seeks to know about their point of view and attitude toward integrating video clips as a motivational and pedagogical tool in EFL learning and teaching in the university. Though, the number of informants is few, the researcher has purposefully selected these few teachers, because they are well versed in the domain of teaching oral expression. Other objectives of the questionnaire were to explore the relevant areas with reference to the experimental group of students to illicit information about the use of short movies and video-clips in accordance with the teachers' perception concerning this tools and their role in an interactive classroom. The sample looked upon as the representatives of this population category are either teachers who have Magister (M.A) or Doctorate degree (PhD). However, their experience in the field of teaching oral expression is over credulous.

Moreover, the teacher's survey is also characterized mainly by quantitative research that seeks to analyze the gathered data, once they are quantified. Despite the fact, that quantitative research dominates the teachers' survey, some qualitative research is utilized to gather data about the teachers' post-experience based beliefs regarding their point of view concerning the implementation of video-clips and their role in enhancing learners' communicative competence.

The questionnaire consists of 13 questions arranged in a logical order which are selected purposefully to meet the required objectives of this research study. There are two kinds of questions in the survey. The first are closed questions, which require from the teacher to simply select "yes" or "no" answers, otherwise they are asked to check the appropriate answer from a number of preselected choices. The second kind is open-ended questions that require from the informants to give their own answers with justification according to their perception in order to have personal opinion and views that may expand further on the research issues.

As it was the case with the students' questionnaire this survey is also divided into two sections. The first section is composed of four questions devoted to the teachers' background (i.e. personal and professional information). Question (1) aims at identifying the respondents' gender, whereas question (2) and (3) enquires about the degree they have as well as their years of experience in teaching at the university. Question (4) seeks to know about the informants' research interest.

The second section related to the teachers' survey is composed of 9 questions, which include both closed and open-ended questions. These questions aim at discovering the teacher's attitudes, opinions and point of view concerning the use of movie clips and short in learning and teaching English as well as their role in enhancing EFL learners oral communication skills.

Question (5) tries to pinpoint if the informants use videos with their students in their classroom and whether they find it fruitful material in helping the learners develop their oral skills.

Question (6) investigates how frequently teachers use videos during their class.

Question (7) is significant to identify the assessment strategies about which oral communication teachers rely on to assess and evaluate their learners' level and performance.

Question (8) is very crucial to identify the learners' preferences and needs from the teachers' perspective vis-à-vis the video genres used during the class, and whether teachers consider it as a motivational and pedagogical tool that can serve as a means to encourage introvert EFL learners to interact more frequently inside the class.

Question (9) aims at knowing about the video resources and the website from which they obtain the necessary clips to use.

Question (10) seeks to determine the procedures which the teachers follow to organize and present a video-based course (tutorial).

Question (11) is stated to pinpoint the learning outcomes and advantages- from the teachers' perspective and according to their experience, which EFL learners can benefit from through the incorporation of movie clips and short videos.

Question (12) aims at investigating about the informants' point of view and attitude towards the integration of movie clips as a pedagogical and motivational instrument in teaching and learning EFL in higher education.

Question (13) is the very last question of the second section which concludes with the teachers' suggestion, comments and recommendations that they may find interesting and important to expand on this issue.

2.7 Procedures of the Experiment

As McGowan states, *“Often, educational researchers are interested in determining the effectiveness of some technology or pedagogical technique for use in the classroom. Their ability to do so depends on the quality of the research methodologies used to investigate these treatments”* (Herle M. McGowan, 2011, P.1)

Hence, the implementation of the experiment must go through several stages that are carefully well-designed to meet the objective of the study and establish a credible relationship between the hypothesis and the outcomes of this research project (ibid).

Therefore, the research conducted in our representative University of Abdelhamid Ibn Badis, Mostagamen, department of English. This study seeks to introduce and encourage the use of movie clips and videos as pedagogical and motivational tools in teaching and learning EFL. Thus, we have applied them in the experiment in the form of tutorials with the intervention group.

The procedures followed in carrying out the intervention are run through three intertwined stages: the pre-experiment, while the experiment and the post experiment

2.7.1 The Pre-Experiment Stage

In this phase, we have selected 10 videos that can be either found on the TED media or on YouTube “TED talks”, the other significant source of the movie clips can be either found on “YouTube” or “daily motion”. The reason why we have selected “TED talks” videos is because they are original, can be adopted and used for pedagogical purposes. Another prospect is because it is considered one of the most known website nowadays that can provide intriguing and motivational videos for educational purposes, which are renowned by the quality of the content and the credibility of their owners such as: Sir Ken Robinson and Rita Pierson among others.

TED is actually an acronym that stand for (henceforth Technology, Entertainment, Design) which is worldwide renowned media by its high value and quality talks online. It was founded on February 1984 as conference and since then. *“In 2006 TED have been offered a free viewing on*

line through ted.com as of March 2016 more than 2.400 videos were freely available online” (TED conferences, 2016).

We have selected this media as a source for our videos because they offer high quality authentic videos with a content that will benefit our EFL learners, in terms of vocabulary acquisition, exposure to authentic language by native speakers as well as the interesting topics, ideas and concepts that are directly related to the students’ future carrier as prospective teachers.

At this stage, the researcher proposed a three week programme composed of three speaking/listening lessons (a total of 4.5 hours). Hence the selection process of videos and movie clips will be based on multifaceted criteria in order to meet the objectives of our study.

- a- We will vary videos and movie clips according to the topics
- b- We will vary the movie clips according to the different film genres; comedy, animation, adventure, musical, etc.
- c- The videos will be theme oriented in order to discuss educational issues according to the pre-experience beliefs of the sample group.
- d- Movie clips and videos with subtitles are very crucial for EFL learners which will indorse the acquisition of the new vocabulary via audio-visual input.
- e- Selection of the input is also of paramount importance since the aim of these tools is to encourage interaction between the researcher and the group or interactive discussions that will encourage students to do “learner to learner modelling” in the classroom.
- f- Movie clips and authentic videos are adapted specifically for educational purposes.
- g- Motivating video songs are also highly motivating as a warm up and/or for the presentation stage of the lesson.

Another key element that is highly required is the aspect of classroom management, which plays a considerable role to the success of any teaching/learning process. Thus, various steps were taken into account to guarantee the well conduct of our experiment so that it can be accomplished appropriately as designed in the organization and procedures.

The significance of this study is not only to investigate the benefits of utilizing videos and movie-clip as a pedagogical instruments in order to create an atmosphere of motivation for EFL learners, but it is also to raise prospective teachers’ awareness about the issues of challenges faced by teachers concerning the teaching/learning process and they can adopt the materials used in the experiment to help them overcome the probable hurdles they are expecting in their future

carrier. However, due to the time constraint and limitations to accomplish this study, we have selected only few videos and clips as part of the course to introduce them to our case study.

2.7.2 While the Experiment Stage

During this penultimate phase, the researcher has gathered the teacher assigned for delivering applied linguistics tutorials once a week to master one language and communication students in order to allocate some time to introduce the concept of movie clips and videos as pedagogical and motivational instruments to be beneficially incorporated in teaching and learning EFL. Thus, we were given the opportunity to conduct this study freely with our experimental sample.

Teacher's education (henceforth T.E) is to a high extent linked to teacher professional development (TPD). *"It includes soft skills, counseling skills, interpersonal skills, computer skills, information retrieving and management skills and above all life-long learning"* (Ravi, 1998, p.41). therefore, we have put upon our shoulders the responsibility to showcase some of the aspects related to teacher's experience and beliefs in the field of teaching, what is really required and expected of them, how they are supposed to perform in a real classroom once they become teachers, as well as shedding some light on their roles as a motivational and significantly influential element inside the educational institution.

To give more details, the researcher planned and delivered the speaking lessons as a training programme for about three weeks(see table 1) in order to showcase the fruitful results behind incorporating the instruments in oral expression sessions.

The lessons lasted 90 minutes in total with the students of our case study. The objectives of experimental group's lessons and detailed procedures are described in the following table.

Week	Lesson title	Objectives
Week 1	Do schools kill creativity?	-Presenting the concept of movie clips and motivational videos as the new trend of teaching. -Familiarising the students with the tutorials content and objectives. -Motivating the learners to

		<p>speaking up their minds, expressing their opinions and their expectations from their perspectives as and prospective teachers.</p> <p>-Then, models are presented to illustrate better the use of motivational videos with students which will encourage them to create discussions about debatable topics.</p>
<p>Week 2</p>	<p>-learners profiles and learning styles</p> <p>-Teacher's role in the development of the learning process.</p>	<p>-Inducing the learners' background knowledge of the topic discussed in the previous session.</p> <p>-bringing forth a recapitulation of what the previous session aim was about.</p> <p>-Describing the scene according to the students' perception using some of the vocabulary seen in the movie clips.</p> <p>-Being able to decipher the language without subtitles and repeating some of quotes and saying mentioned in the movie clips.</p> <p>Making a connection of the movie-clip content and the topic of the lesson.</p>

<p>Week 3</p>	<p>-Learner’s motivation and frustration. -The assessment and evaluation criteria.</p>	<p>Introducing the notion of intellectual dictatorship. The reasons behind learners’ motivation and frustration and their impact on the learning outcome. The teacher’s role in creating the most appropriate atmosphere for better learning outcomes Introducing the students’ to the notion of teacher-learner and teacher-parent rapport. The importance of effective classroom management and its beneficial outcomes for the success of the learning /teaching process and results.</p>
---------------	--	--

Table 1: Procedure and Organization of The Experiment.

At this level of the experiment, the purpose and use of movie clips and short video-clips was explicitly explained to the students who are the sample study of our research project.

Topic: Revolution in the educational system

Time allotment: 90 minutes/ session.

Level: master one students, language and communication stream.

Materials: laptop-speakers-overhead projector- white board-PowerPoint presentation

Overall goal of the experiment

By the end of this experiment students are expected to:

- 1- Identify common expression used in the movie clips and videos and adapt them to different contexts.
- 2- Prepare dialogues for various situations and contexts.

- 3- Use quotes, sayings and formulaic expression of native speaker performed in the movie clips.
- 4- Collaborate with their classmates in peer or group work tasks and perform presentations.
- 5- Practice some communication strategies in a communicative task.

Motivation

- The session is designed to start with a motivational introduction to our topic which is a video-clip or a short movie-clip entitled. After which they are asked to be involved in a group discussion.
- The participant are invited to watch the movie clips that last for about 2 to 6 minutes and make a relationship between what they watched and make projection to real life situations.
- The participants later will be able to make the connections between the movie clips and the real world automatically without being asked.

a- Application

Participants will be invited to choose a character from the movie clip. Then, they will be asked to read the script at home and prepare it to perform in groups according to the number of characters in each movie-clip.

b- Task Presentation

The participants will perform their role plays or simulations in the classroom according to the time allocated for each group. The time needed for assessment and discussion depends on the performance as well as their performance.

c- Recap

Recap is a sort of revision made before every session through a warm up activity that may take 3 to 5 minutes.

d- Assignment

Within the start of every session, 3 minutes are allowed for the participants to read the scripts once again. Then they are going to be oriented regarding future task and interactive activities.

2.7.3 The Post Experiment Stage

In the final step of the experiment, the researcher handed out questionnaire to the participants to acquire their feedback concerning the experience they were part of. After accomplishing our scheduled three week experiment, the data collected will be utilized namely as disclosure of the movie clips and short videos efficiency as a motivational and pedagogical instruments, their impact on teaching and learning EFL, their endorsement for future generation of EFL learners to acquire knowledge through the incorporation of ICT.

The most significant part is to raise the participants' awareness as prospective teachers of common issues and hurdles facing our learners at the educational institutions, as well as adopting different instruments and coping themselves to the technological advancement that we are witnessing nowadays in this era of globalization.

All what have been used in this research experiment has a direct relationship to finding a remedy to the challenges of creating a motivational atmosphere for the learning/teaching process. Hence, the data gathered; mainly the responses of the informants who have filled the questionnaire will be organized, analyzed and later on interpreted in both quantitative and qualitative forms.

2.8 Conclusion

All throughout this section, we have uncovered the primary targets and goals set out in this investigation. In addition to that, we have clarified the instruments, structure, procedures and design of the experiment which were precisely and meticulously outlined. This chapter provides an insightful knowledge of the methodology followed in conducting this research project, the context in which it was carried out, sampling, data collection, instrumentation along with the organization, steps and procedures for dealing with this experiment and its application with the experimental group as well as a concise and precise description of the teachers' and students' surveys. The instruments used in the investigation provided us with a coherent infrastructure of the methodology framework. Every element of these parameters gave us an all around organized methodological structure in light of systematicity and intelligibility. Also, this section is to pave the way for our last chapter which guides the investigation through succinct interpretation of data, as well as a discussion and analysis of our participants' response in view of quantitative and qualitative methods.

Chapter III:

Research findings and

discussion

3 Introduction

In order to find firm answers for our research questions, we will carry out in this very last chapter a feasibility study of movie clips and videos as a pedagogical and motivational tool for teaching and learning EFL in higher education. Therefore, our main objective currently is the discussion of the results gathered from various tools in our research that will mainly seek to validate the hypotheses which disclose the beneficial impact of using movie clips and videos in raising students' motivation towards learning EFL, as well as the teachers' perception of using them as pedagogical materials in facilitating English language learning as foreign language (henceforth EFL) throughout communicative and interactive tasks, which can involve students in communication, especially the case of introvert learners.

3.1 Data analysis

We have divided this chapter into two separated parts in order to make our findings of the investigation accessible hence; the research can be easily approached. The two subdivisions are mainly: **the teachers'/students' perceptions and attitude towards teaching/learning EFL without the incorporation of movie clips or videos** i.e. the traditional way of teaching. Whereas the second part of our chapter tackles the categorization and analysis of our informants' responses concerning the impactful use and feasibility of movie clips and videos vis-à-vis **the teachers' and learners' attitude towards the integration of movie clips as pedagogical materials that can bring about motivation for teaching/learning EFL** as well as an analysis of the classified responses of our informants on tables and illustrated graphs.

Part One: The Teachers'/Students' Perceptions And Attitudes Towards Teaching/Learning EFL Without the Incorporation of Movie Clips or Videos.

3.1.1 Analysis of the interview

Throughout this section we explore the teachers' and students' point of view as well as their attitudes towards the conventional way of teaching and learning oral expression via a semi-structured interview. Thus, the enquiry took place first, as a reflection about the content of oral expression, its relationship with the students' needs for utilizing EFL in their future carrier and their degree of satisfaction concerning their oral communicative skills development as well as

their proficiency in oral interaction. Another important fact of the semi-structured interview is its informative disclosure of the students' point of view concerning the quality of oral communication tutorials delivered with and without the utilization of movie clips. Later, we have carried on the interrogation with the teacher responsible for delivering the oral expression tutorial, to have credible data related to his beliefs and expertise of teaching the module conventionally as well as his students' degree of motivation and readiness to learn when movie clips and his line of view regarding the students' motivation, involvement and readiness to learn before the integration of ICT, movie clips and videos in the classroom.

3.1.1.1 The student's answers

As mentioned earlier in previous sections, the aim of the students' interview is to disclose their views regarding the use ICT in general, specifically movie clips since they are the core element of our case study. Students' responses were as follow:

“The module of oral communication is quite intriguing and interesting since it offers a great deal of chances to learn very important things, and as EFL learners we appreciate it tremendously. In addition to that, it provides us with plenty of opportunities to use English in order to develop our speaking and listening skills.”

“Movie clips and videos are highly motivating as pedagogical materials, yet we still have fun learning even though movie clips and videos are not used very often. The learners' degree of satisfaction with the module and its content is high to some extent due to the teacher's innovation and ability to create motivational atmosphere hence, we can conclude that the teacher's mastery, skilfulness, and personality are they key element to the success of his success in delivering the tutorials.”

“In a conventional setting, we don't get enough exposure to authentic language, especially that of native speakers in different contexts. The closest thing we have to authentic English is the one provided by the teacher. Therefore, we have low chances of developing communication skills such as paralinguistic features and communication strategies.”

All through the responses of the students' interview, we can depict that learning/teaching EFL in an outdated process can bring about many challenges for learners, which will mainly translate in their lack of proficiency; mainly in terms of the speaking and listening skills. Students who come to university have certain expectations and skills they need to improve on

and therefore have to care for getting involved in language practice as much as possible. The only part that vows for teaching in a traditional setting depend on the teacher himself and his mastery of the module he is responsible for delivering and his ability to encourage students' engagement and readiness for learning.

3.1.1.2 The teacher's answer

Concerning the teacher's interview it was of paramount importance to disclose his opinion and impression between teaching EFL with and without the incorporation of movie clips and videos in oral communication classes. It was exceptionally decisive to pin point his point of view in relation to teaching oral communication with and without movie clips and videos. His comments were as follows:

“Movies as well as movie clips are useful but should be used purposefully. It's not a matter of watching a movie together; students should be clearly involved in an activity or at least should be aware of the purpose (what is expected from them) and potential outcomes. Teachers need to prepare for such activities or be trained before using movies in the classroom. Though it is possible to teach without movies, but I still prefer using them. I believe that movies have a positive impact on students, because students involvement and level of motivation attest to its success; I can but carry on using movies in the classroom. Students, thus, are exposed to authentic conversations, often by native speakers so many aspects are covered like pronunciation, vocabulary alongside idioms and pragmatic dimension.

It is clearly noticed that the teacher is in favour of using movie clips as well as full length movies, though he insists on the fact that they should be used purposefully and that teachers should be trained to use such materials for profitable instructional goals.

Part Two: The Teachers'/Students' Attitudes Towards Teaching/Learning EFL With Movie Clips and Videos.

3.2 Analysis of the questionnaire

As mentioned above, this section is devoted to the analysis of both questionnaires; teachers and students as well. Therefore, we decided to devise this section into two parts in order to disclose meticulously the teachers' perception and point of view concerning the use and feasibility of movie clips and videos in teaching EFL, whilst the second part is about the analysis of the students' answers.

3.2.1 The teachers' preliminary questionnaire

For this part of the questionnaire, we have chosen to analyze only the most relevant responses which are significant to be discussed in order to validate what have been hypothesised.

Teacher at university; i.e. our informants were asked about their opinions if they see movie clips as feasible materials that can help learners develop their oral skills. The responses are presented in the following table:

Answers	Numbers	Percentage
Yes	10	100%
No	0	0%

Table 2: The Use of Videos, Movie clips or Short Films in EFL Classes.

All of the teachers have claimed that they are using videos movie clips or short films in their classes. In this open ended question, our informants find them useful in developing students aural skills and the answers are as follow:

“In fact they are useful ; for speaking mainly about literature, when literary text are long can be ‘summed’ in short video more eloquently.”

“Yes, they develop students’ oral skills through learning new vocabulary and intonation”

“Yes, because of: (different learning styles, exposure to authentic language and authenticity)”

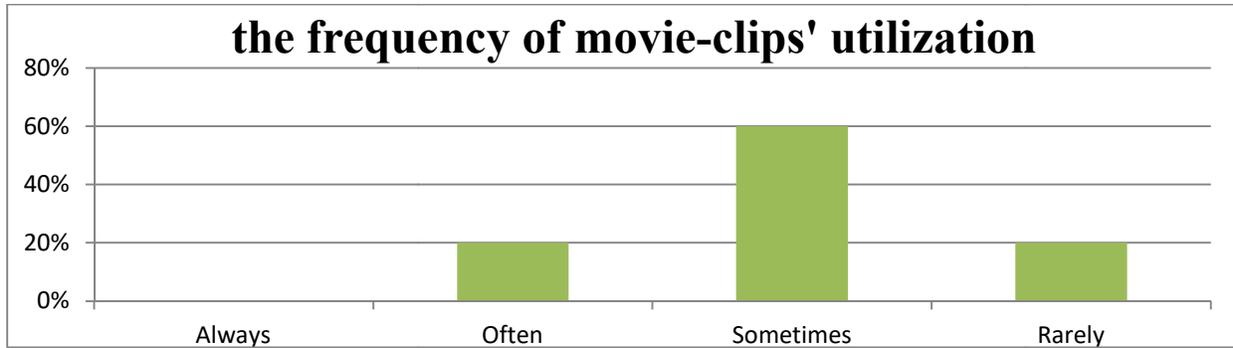
“Somehow, watching videos only in class wouldn’t be of much help, but students have to watch more videos outside the classroom.”

The comments provided by our informants’ shows their satisfaction with movie clips and find them pedagogically feasible materials that can bring about motivation along with interest, which attract EFL learners and help them improve on different skills since they provide frequent exposure to authentic language.

Next, we have asked the teachers how often they use movie clips and videos. Thus, the results that we came across are presented bellow in a table as well as a graph.

Frequency of use	Answers	Percentage
Always	0	0%
Often	2	20%
Sometimes	6	60%
Rarely	2	20%

Table 3: The Frequency of Movie clips Utilization.



Graph 1: The Frequency of Movie Clips Utilization.

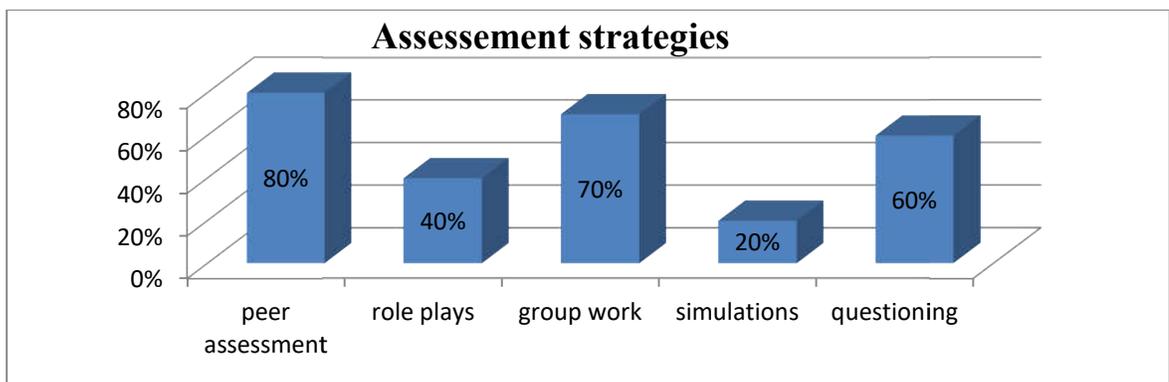
The table and graph reveals that (20%) of teachers often use movie clips in their classes, whereas (60%) claimed that they incorporate them in their classes every once in a while. As for the remaining (20%) of teachers have shown low interest in using them as they have affirmed that they rarely use them in their classes.

Now, we will present the analysis of the assessment strategies that teachers’ often use with their learners. The results are illustrated in the table below

Assessment strategies	Numbers	Percentage
Peer assessment	8	80%
Role plays	4	40%
Group work	7	70%
simulations	2	20%
Questioning	6	60%

Table 4: Assessment Strategies

The table shows the strategies teachers often used for assessing their students’ performance in class. To elaborate on the results, the following graph is presented.



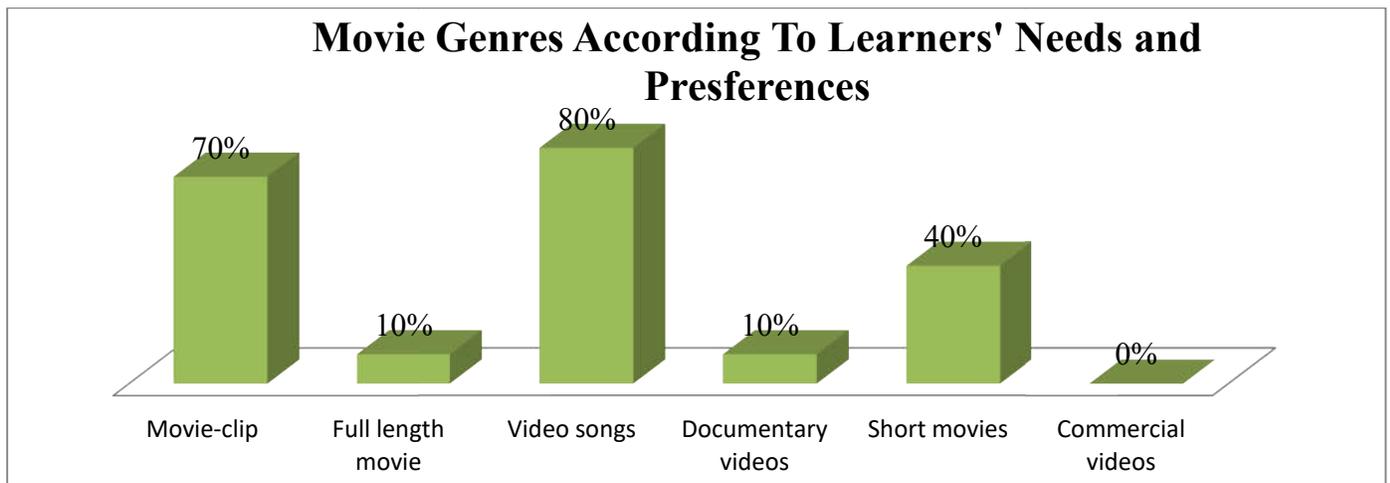
Graph 2: Assesment Strategies

Graph 2 reveals that the majority of teachers’ answers (80%) claim that they use peer assessment, group works (70%), whereas (40%) of their assessment strategies are role plays. This displays that teachers are well aware of their students’ different learning styles, therefore, using different assessment strategies can, to a great extent, help learners have an equal chance at being assessed and evaluated according to their capacities and learning abilities.

In this question we have asked teachers according to their perspective and expertise to depict the video genres that can encourage learner to speak and perform orally in class according to the students’ needs and preferences. Thus, we have organized the responses in the following table and graph.

Genre	numbers	Percentage
Movie-clip	7	70%
Full length movie	1	10%
Video songs	8	80%
Documentary videos	1	10%
Short movies	4	40%
Commercial videos	0	0%

Table 5: Movie Genres According to Learners’ Needs and Preferences.



Graph 3: Movie Genres According to Learners’ Needs and Preferences.

The table and graph represent that 70% of the teachers prefer to use video songs, and according to their experience students find them highly motivating. Whereas 70% have claimed that the learners are very enthusiastic and interested in movie clips, since they help them in acquiring the target language. The teachers, thus, reported the following responses:

“They make learners enthusiastic and interested. They help in acquiring the target language.”

“It depends on the target objective of the lesson and the level of the students.”

“Documentary videos help students to talk about issues that may attract their attention.”

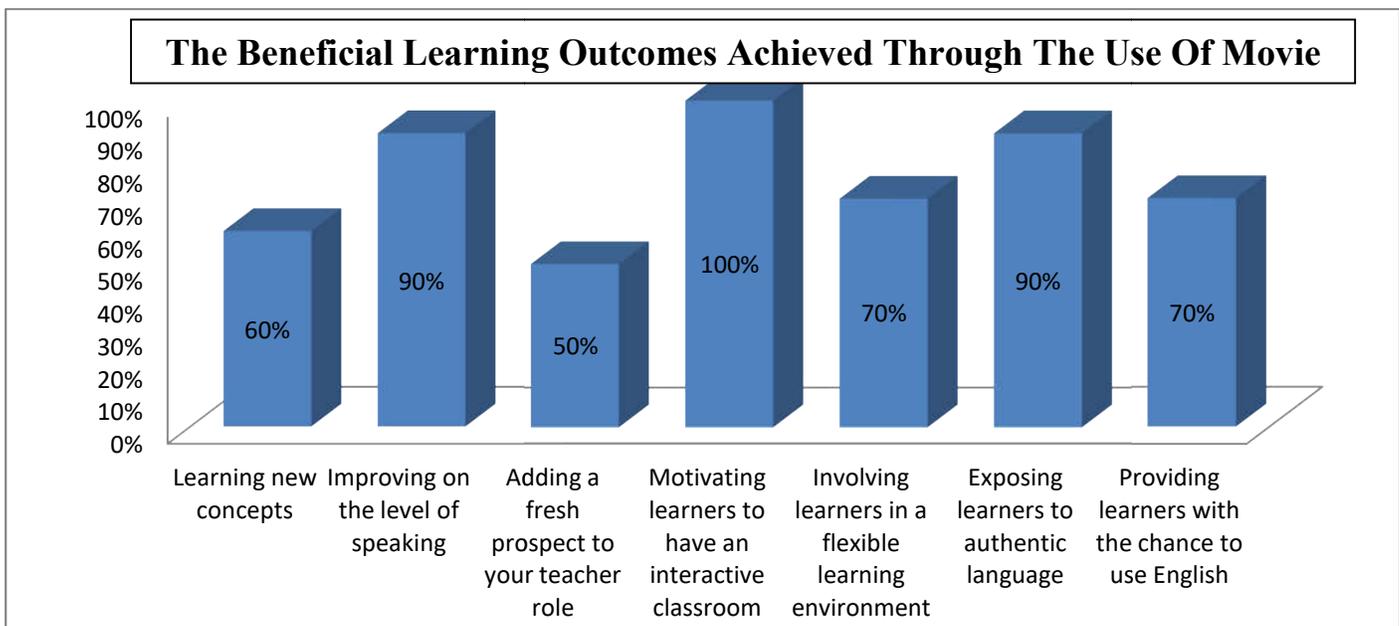
“Because they are short and informative.”

From the teachers’ comments we can see that movie clips and short videos are interesting, informative, time saving and can be motivating to a high extent for learners.

After that we moved to ask the teachers about the beneficial learning outcomes that may be achieved through teaching via movie clips and videos. The results are shown in the tables and illustrated clearly in the graph as well.

Answers	Numbers	Percentage
Learning new concepts	6	60%
Improving on the level of speaking and communication skills	9	90%
Adding a fresh prospect to your teacher role	5	50%
Motivating learners to have an interactive classroom	10	100%
Involving learners in a flexible learning environment	7	70%
Exposing learners to authentic language	9	90%
Providing learners with the chance to use English	7	70%

Table 6: The Beneficial Learning Outcomes Achieved Through The Use Of Movie clips.



Graph 4: The Beneficial Learning Outcomes Achieved Through The Use Of Movie clips.

The results presented above demonstrate the learning outcomes achieved by using movie clips. The majority of teachers 90% assert that movie clips and videos can help students improve on their level of speaking and communication skills, where as all teachers (100%) affirm that they are pedagogically motivating and can involve learners in interactive classroom.

The next question is stated to help us find out about our teachers' attitude towards the integration of movie clips as pedagogical materials and their motivational aspect in EFL classes. The statistics are disclosed in the following table and graph.

Answers	Numbers	Percentage
Positive	10	100%
negative	0	0%
undecided	0	0%

Table 7: Teacher's Attitude Towards Using Movie clips In EFL Classes.

According to the results presented all the teachers seem to have a positive attitude towards the utilization of movie clips and videos. Since it was an open ended question their answers are as follow:

"They are useful, because it attracts the students' intention and make them involved in the lesson."

"In teaching foreign languages, communication is important; accordingly using audio-visual aids can be very useful."

"Movie clips can help in acquiring knowledge about colloquial language, slangs, and inferential language"

"Our students are young and feel bored easily, especially in oral courses, because the majority tend to avoid speaking for several reasons. Therefore as a teacher I must find creative and up-to-date techniques to keep my students engaged."

"It's an interesting way of teaching because it helps to create a flexible and interactive environment in the classroom. And any teacher's objective is to involve his/her students in class. Adding to that, we should follow the track and integrate authentic materials and technology in the teaching/learning process."

From the teachers' responses we can disclose that movie clips are interesting as well as motivating to high extent since they tend to attract learners' attention and make them involved in the lesson.

In this very last question(see appendix 1, question 13) we intended to ask for suggestions and recommendations to help us have clear insight about the teachers' expertise concerning the

utilization and feasibility of movie clips and videos as well as their implementation in class to help EFL learners develop their oral skills and language proficiency. Their answers are cited as follows:

“Depending on the level of students: other acuities can be accompanied with the video-clips such as: scripts and subtitles.”

“Generally, we need more accessibility for technological recourses, and promoting new and modern methods and techniques rather than the old and traditional ones.”

“ one important technique is to assign to each learner a character from the movie before watching it; i.e. give them the script to read, then choose their character. While watching students get to know their role, simulate the character assigned and play their roles.”

“Teachers need to include videos, movie clips and short movies techniques in because they are very useful and effective. Because they help the students develop their oral skills, and give the opportunity to reflect and express themselves.”

From these answers, we can conclude that the teachers do encourage the integration of movie clips, videos and short films in their classes. Yet, a considerable amount of professional development is needed for using such techniques as well as equipping classes with the appropriate and needed technology and material in order to achieve the best learning outcomes.

3.2.2 The students’ preliminary questionnaire

For the student’s survey, we went around the same process as the teachers’ questionnaire. To elaborate more, we selected the most relevant questions to be analysed. Hence, the questions that are found relevant to the research hypothesis and significant to be analysed are as follows:

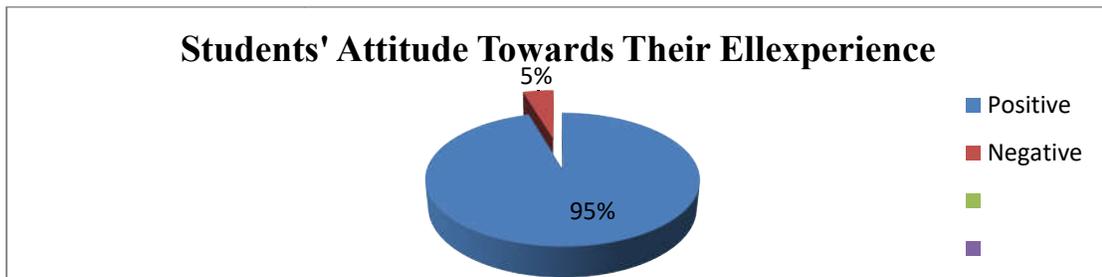
- Students’ attitude towards English language learning experience.
- Students’ line of view concerning the integration of ICT in EFL classes and its role in improving on their level.
- Their attitude towards learning English via movies.
- Students’ preferences vis-à-vis the movie genres and videos to be utilized in class.
- Students’ point of view regarding the beneficial outcomes of movie clips on improving the speaking skill.
- Students’ reflection in relation to listening to native speakers and its impact on in enhancing the speaking skill.

- Their beliefs concerning the effect of movie clips and videos in helping them to overcome their weaknesses in pronunciation.
- Students’ perspective on the enhanced skills through movie clips and videos.

To begin with, pinpointing students’ attitude towards English language experience is one of the significant elements that are related to our study. Hence, depicting students’ motivation to learn English and how their previous experiences can influence their motivation and readiness to learn. The table below demonstrates their responses found in question 4 (appendix 2)

Answers	Numbers	Percentage
Positive	21	95%
Negative	1	05%

Table 8: Students’ attitude towards ELL experience.



Graph 5: Students’ Attitude Towards ELL Experience.

As it is presented above, the results show that (95%) of our informants have a positive attitude towards the English language learning experience.

The following question (appendix 2, question 5) is intended to aid us disclose students’ line of view concerning the integration of ICT in EFL classes and its impact on improving their level. The results are presented in the table and illustrated clearly in the graph below.

Answers	Numbers	Percentage
Yes	22	100%
No	0	0%

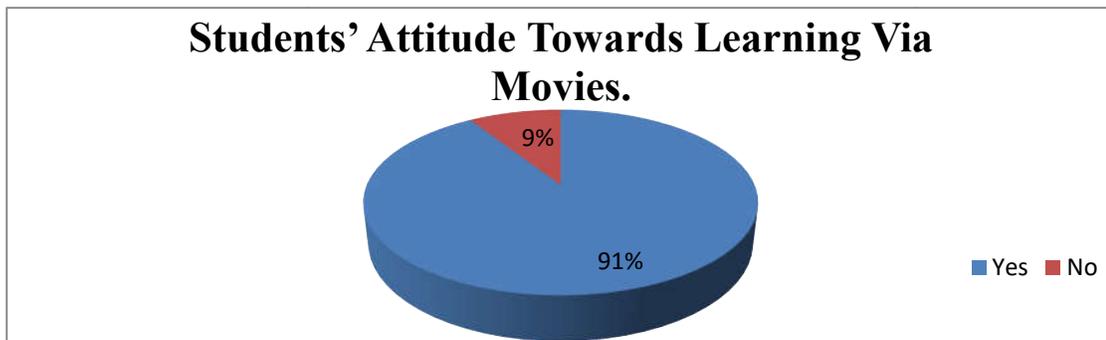
Table 9: Students’ Attitude Towards The Inegration of ICT.

The table above demonstrates clearly that all of our informants have a positive attitude towards the integration of ICT in EFL classes.

The next question (see appendix 2, question 7) is analysed to figure out where the students stand regarding learning EFL movies in relation to their learning preferences. The table, along with the graph, thus, demonstrates the results below.

Answers	Numbers	Percentage
Yes	20	91%
No	02	09%

Table 10: Students’ Attitude Towards Learning Via Movies.



Graph 6: Students’ Attitude Towards Learning Via Movies.

As it is observed, Most of our informants (91%) perceive movie clips as interesting learning material along with their positive perspective on using them in EFL classrooms. We also enquired about their learning preferences with the medium of movies henceforward their answers are as follows:

“Personally, I learned English by watching movies going up, it was even better than learning at school.”

“In addition to other learning preferences, learning English via movies can positively influence the process of learning and determines its success.”

“Because it teaches as EFL learners correct pronunciation by natives as well as their accents.”

“Simply, because they break the dull routine of the classroom materials’ delivery, and motivates learners to reflect and participate.”

“Movies are meant for entertaining the watchers, so, it will be great to learn with such motivating aspect that makes learning fun. They also provide different dialects in addition to their informative way of describing certain cultural practices and etiquettes of different social groups.”

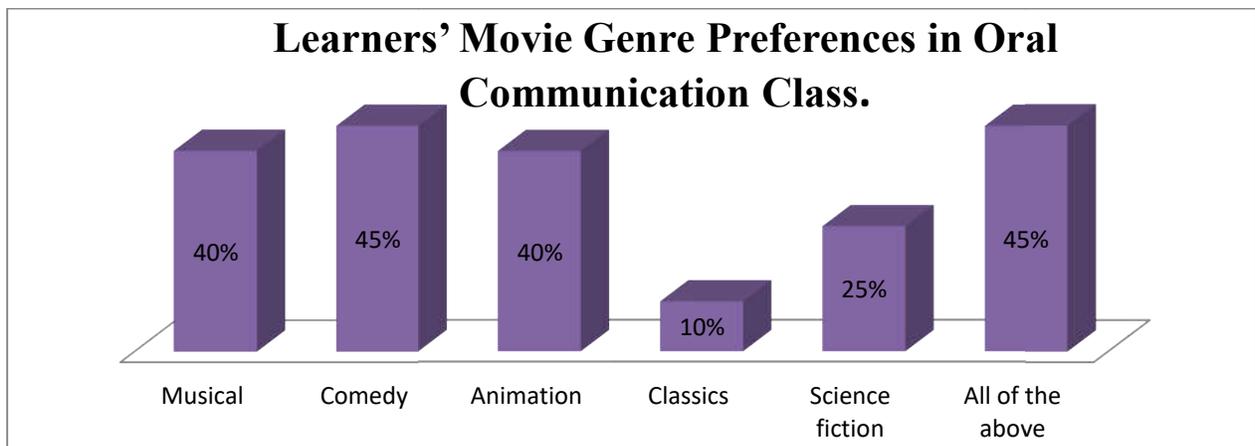
From the comments above, it is distinctly noticed that students are in favour of learning via movies together with their supportive opinions about learning with such interesting materials.

In question 10 (appendix 8), the analysis tend to depict the students’ preferable movie genres, which encourage them to intarct more in class. The results are presented in the table below.

Answers	Numbers	Percentage
Musical	9	40%
Comedy	10	45%
Animation	9	45%
Classics	2	10%
Science fiction	4	20%
All of the above	10	45%

Table 11: Learners’ Movie Genre Preferences In Oral Communication Class.

Moreover, the graph below demonstrates clearly the results findings.



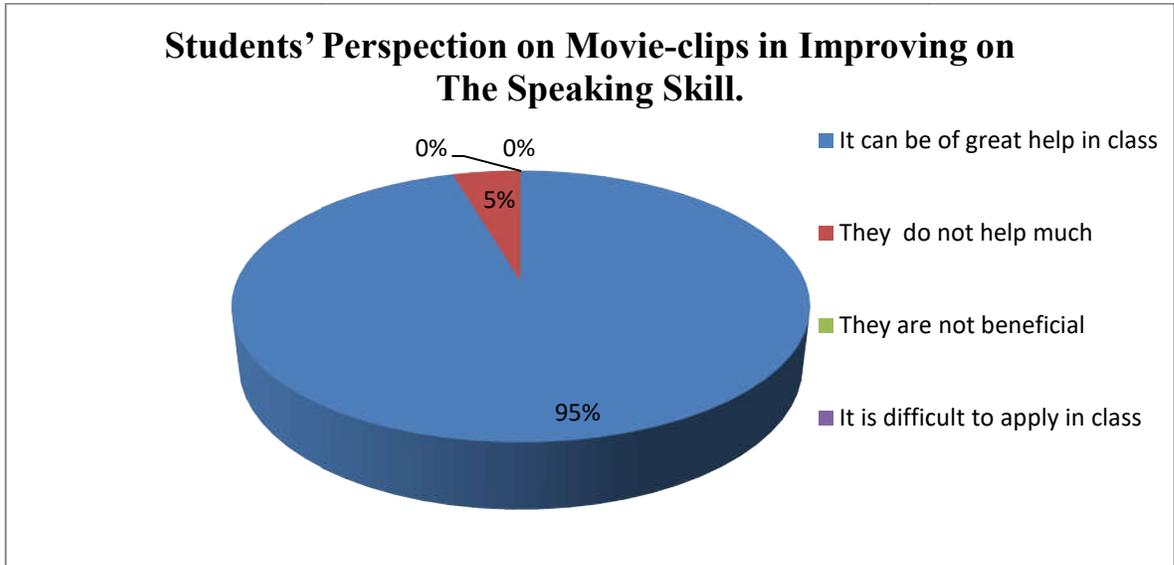
Graph 7: Learners’ Movie Genre Preferences in Oral Communication Class.

The table and graph reveal that 9 studnets (40%) favor comedy, animation and musical to other genres of movie clips, hence, the results disclose their interest in learning with such entertaining materials. Whereas (45%) of their responses illustrate that being exposed to different theme-oriented movie genres can be remarkably engaging and motivating at the same time.

Next, (see question 10, appendix 2) the analysis aims at figuring out students’ perception about the degree of speaking skill enhancement through movie clips. The table and graph below represent clearly the answers of our informants.

Answers	Numbers	Percentage
It can be of great help in class	21	95%
They do not help much	1	05%
They are not beneficial	00	00%
It is difficult to apply in class	00	00%

Table 12: Students’ Perspection on Movie clips in Improving on The Speaking Skill.

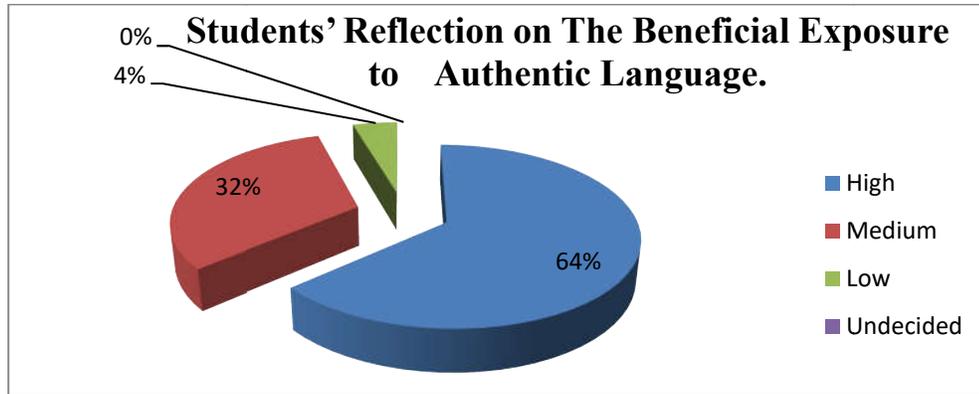


Graph 8: Students’ Perception On Movie clips in Improving on The Speaking Skill.

In this questions (see appendix 2, question 11) we tend to analyse the students’ reflection on speaking skill’s enhancement through frequent exposure and to native speakers’ language in use. The answers provided by our informants are demonstrated in the following table.

Answers	Numbers	Percentage
High	14	64%
Medium	7	32%
Low	1	4%
Undecided	0	0%

Table 13: Students’ Reflection on the Beneficial Exposure to Authentic Language.



Graph 9: Students' Reflection on the Beneficial Exposure to Authentic Language.

Throughout the demonstrated results, it is noticeable that the majority of students (64%) claim that frequent exposure to authentic language in use could be highly advantageous, while the others (32%) view them as fairly helpful. As for the remaining (4%) of our informants do not think that they offer much aid in learning EFL.

The following question (see appendix 2, question 12) is analyzed to help us reveal students' beliefs concerning the impact of movie clips in enabling EFL learners overcome their weaknesses in pronunciation. Our informants' responses are represented in the table below.

Answers	Numbers	Percentage
Yes	22	100%
No	0	0%

Table 14: Pronunciation Skill Enhancement via Movie Clips.

As it noticed, all of our participants agreed upon the fact that the pronunciation skill can be undoubtedly enhanced by exposure to movie clips. To elaborate more, some of the students' stated in their comments the following:

“Movie clips can provide a great deal of help when it comes to pronunciation. Through this material, we become more exposed to authentic language produced by native speakers; this exposure helps us as EFL learners to mimic natives with correct pronunciation.”

“It had been said that good listeners are good speakers and by experience, I strongly believe that listening may help us overcome any weakness in pronunciation.”

“When listening to native speakers, we improve on our pronunciation.”

“When we watch movies, we acquire new vocabulary. Listening to the correct pronunciation of those words by natives is a fundamental element of EFL learning process.”

“Yes, movie clips can help us overcome weaknesses in pronunciation, especially, when language is authentic.”

“Because I can identify my mistakes in pronunciation and correct them thanks to natives.”

“Being exposed to different video clips by native performers can help us reinforce our pronunciation and acquire the correct form.”

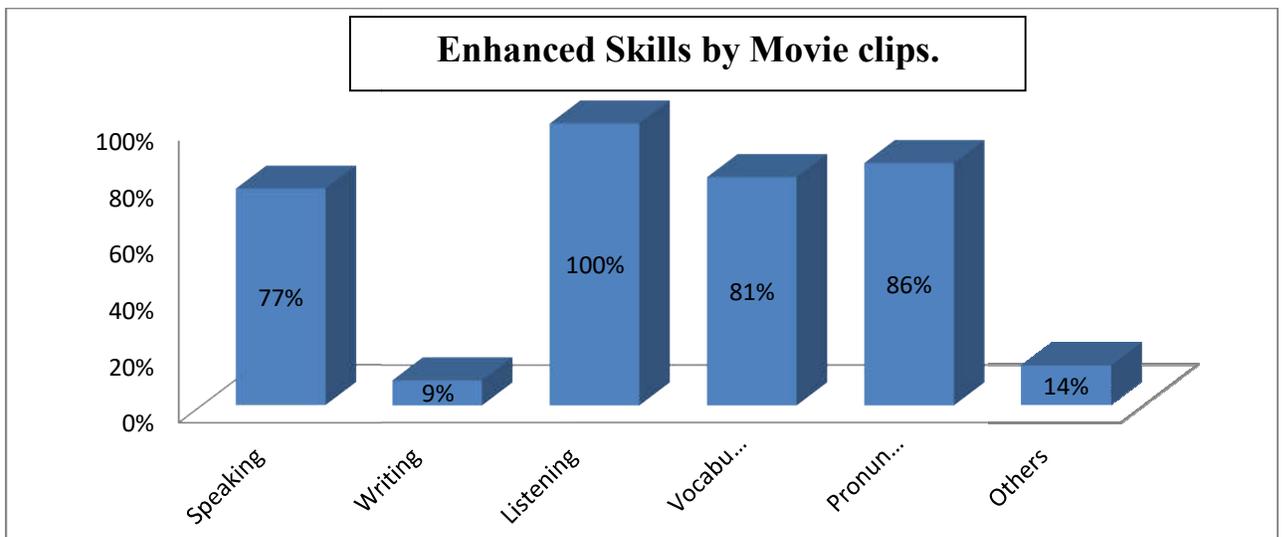
“Through extensive exposure to movie clips, I will be able to decipher different pronunciation of diverse accents from which I can choose the most suitable ones. Imitating actors is also a good strategy.”

It is noticeable that students are interested in movie clips as pedagogical materials which can bring about different ways to improve their listening and speaking skills, which consequently helps them develop their level in English.

This penultimate question (see appendix 2 question 13) is analyzed to depict the skills enhancement via the utilization of movie clips according to our informants’ point of view. The results are provided as follows:

Answers	Numbers	Percentage
Speaking	17	77%
Writing	2	9%
Listening	22	100%
Vocabulary	18	81%
Pronunciation	19	86%

Table 15: Enhanced Skills by Movie clips.



Graph 10: Enhanced Skills by Movie clips.

From the findings illustrated in the table and graph above, it is noticed that the majority of our informants responses agreed that certain skills such as listening (100%), speaking (77%) along with pronunciation (86%) and vocabulary (81%) are without doubt the major skills that could be improved by movie clips, yet writing (9%) is not emphasized. Among the students responses, (14%) of them suggested other skills that may also be enhanced through movie clips are mentioned in their answers below.

“Through movie clips and videos, learners can also analyze and improve on their paralinguistic features such as: body language”

“The formulaic competence is one major element of the EFL learners’ communicative competence that can be acquired and enhanced by watching movie clips and videos; for instance: proverbs, formulaic expression and native like accents”

“Watching movie clips will assist students in the way they perceive language, how to analyze it and reflect on it”

From what the teachers have answered, we can disclose their awareness of the impactful use of movie clips and their feasibility for improving EFL learners’ major skills of communication.

The very last question of the students’ survey is devoted to students’ suggestions to teachers in regarding the implementation of movie clips, videos and short film in EFL classes. Some of the relevant answers are presented as follows.

“I think EFL teachers should really consider using video clips in their lessons, in that they are very interesting tools that allow us as learners to be more willing to take risks in getting exposed and involved in communication. As a suggestion, I think that using poems can be also used as a motivational tool as well, since nowadays learners are so much attracted by today’s’ chronological eruptions.”

“Of course the implementation of movie clips and short films in oral communication syllabus can be very helpful and motivating. I have experienced this with the teacher of oral communication teacher in Master I and the 3rd year; it was absolutely interesting and different compared with others modules. If I were a teacher, I would probably include these kinds of materials for teaching EFL, I think as future elites we have to bring about change and that change can only happen if we adopt teaching taking into account learners’ needs and preferences. So, I suggest implementing digital games besides using movie clips”

“The implementation of movie clips and videos in the classroom can be used in oral communication classes in order to improve on learners’ pronunciation, inner criteria such as self-assessment and enable them to think positively in order to achieve a good quality education.”

“Teachers from time to time need to play on some movies and short videos of native speakers, in order to enhance their listening and speaking skills.”

“Choosing short movies about different topics gives the opportunity to students so that they could reflect on the movie clips and videos watched. I would suggest role plays as well.”

“It can be very helpful if the movie clips are used to enrich classroom discussions and debates. They can also be used as means for explanation (authentic; since they are played by native speakers).”

“I think that oral communication teachers can implement movie clips in EFL classrooms to help students enjoy learning. Teachers can also use games.”

“It is very motivating to use movie clips with EFL learners. Hence, it is preferable if they are short and provided with subtitles.”

From the above comments, Students revealed that they find movie clips, short films and videos interesting, highly motivating as pedagogical materials and they also find them very beneficial for them EFL learners. Thus, we can disclose that the students are highly supportive of using them in class, since they help them in improving on skills such as listening, speaking and pronunciation due to the debatable topics and their role in involving students as well as encouraging them to participate in discussions.

3.3 Results and discussion

The results show that teachers are quite satisfied with using movie clips in their classes alongside with their positive attitude towards the implementation video songs and short film. The findings, hence, find that have been obtained assert that teachers do believe that movie clips and videos are pedagogically viable as well as its capability of raising learners’ motivation, attract their attention and elevates their readiness to learn.

According to most teachers, using different assessment strategies is highly required due to the different learning styles and preference of each student. Variation in assessment types, thus, gives EFL learners a greater chance at performing orally in class. Therefore, teachers have to consider the fact that learners have different capacities, learning, styles, preferences and abilities frequent alteration of the evaluation techniques provide the students with a greater chance at being assessed fairly according to his capabilities and competencies.

Also, from the students’ comments and different point of views about the incorporation of ICT alongside movie clips and videos, we disclosed that they are highly motivated by learning via movies and they find them very convenient pedagogical instruments that can help them enhance number of skills as well as their proficiency in oral communication and interaction

skills. While their attitude towards the movie genres selection remains positive as long as it is theme oriented, appropriate considering their level, needs together with their preferences.

More importantly, the teachers and students are well aware of the authenticity of the language offered in movie clips and videos which can be benign for the student to acquire new set of communication skills along with its role in enhancing their fundamental skills as EFL learners as well as paralinguistic features and body language hand in hand with building competencies such as the formulaic competence that.

Additionally, students' responses reveal the extent of their awareness about the impact of movie clips and videos on the process of EFL learning and teaching. We were able, thus, to depict that teachers together with students are conscious about the feasibility of the presented materials, their capacity to create motivation, as well as being pedagogically appropriate input that allow students to be frequently exposed to authentic language of native speakers that, consequently, aid them to improve, especially, on the level of speaking and listening alongside with other essential skills.

Subsequently, the majority of teachers and students support those theme oriented movie clips and videos, as they are learning, through, within an entertaining educational sphere. Because, they believe that learning is a blend of entertainment, flexibility along with innovation; students and teachers are very supportive of this educational trend that joins between all of those aspects which can, consequently, achieve surprisingly profitable learning outcomes.

All through our analysis, we have been able to come upon the fact that teachers together with students, positively, share the same attitudes towards the incorporation of movie clips and videos due to the key aspects such as: motivation, pedagogical appropriateness, authenticity, variation in language input along with other useful elements. Besides, teachers argue that using such materials in classroom, helps them in adding fresh prospects to their roles as educators, where they can be less cantered so that students could feel more autonomous in their learning process, which can aid them to listen actively, interpret, reflect and. However, teachers should have at least some training concerning the choice of movies, the implementation and their application in class, so that they can be successful in delivering the lessons based on movie clips and videos.

The results of our investigation findings are genuine and credible obtained throughout a meticulous study, precisely, the experiment; which aims at convincing teachers as well as

students of the usefulness of movie clips and videos and the profitable learning outcomes that could be achieved, once, they have been implemented assiduously in delivering a lecture.

3.4 Conclusion

All through this chapter, we have come to ratiocinate by means of our data collection tools that teachers along with students assert their satisfaction for the use of innovative materials that are instructional as well as motivational. We, also, deduce that teachers together with students have a positive attitude towards the integration of ICT in EFL classes, especially, movie clips alongside videos within the educational sphere for efficient and realistic learning objectives. The teachers, thus, believe strongly that utilizing such encouraging instructional instruments is to help students improve on the level of communication skills, henceforth, education as well as EFL learning and teaching process all together.

General conclusion

Over the few last years, the world witnessed, exceedingly, an unprecedented innovative advent. Without a doubt, this innovation in technology has mushroomed to touch many aspects of the foreign language teaching (henceforth FLT) which consequently, have an effect on the way we learn, work, and communicate. This drastic change has caused new realities alongside their needs to emerge, therefore, these circumstances urge us to adapt properly to the demand of this technological era, so as to seek a remedy for our educational system that is presently disengaged from the novelty-driven world we are, jointly, living in. With this argument in mind, the utilization of movie clips and videos for EFL teaching/learning has confirmed their effectiveness as instructional and motivational teaching materials that comply with the technological advancement of the 21st-century demands and expectations.

This research, thence, attempted to analyze and discuss issues related to the conceptualization and incorporation of movie clips and videos in EFL classrooms, at the university level. These promising instructional tools establish an efficient and profitable pathway for developing EFL students' communicative skills. Our main objective was to investigate the effectiveness together with consequences of using movie clips and videos that were engendered all along the research. The focus of interest of this study was to gauge the level of motivation that these instructional tools could induce in the domain of EFL teaching as well as learning, depending on both teachers' together with students' perceptions and attitudes towards their implementation in class, alongside their usefulness in enhancing students' communication skills and other basic skills as well. In this prospect, our research was carried out throughout three main chapters.

The first chapter portrays an overview about the development of oral communication skills. In this regard, a full account displays the main skills of communication along with the major role of ICT in improving strategies for teaching those skills as well as its effectiveness in raising the level of motivation and students' autonomy.

As for the second chapter, the focus is on the methodology used in carrying out this investigation. To begin with, the data collection instruments are qualitative and quantitative, which were described in the process they were employed in the questionnaires administered to both teachers and students, so as to attain their perceptions along with attitudes towards the implementation of movie clips and videos as pedagogical and motivational tools in teaching and

learning EFL. Besides, a semi-structured interview with teachers' alongside students to have an idea about the students' level of motivation concerning the tutorials of oral communication delivered with and without the use of movie clips or videos. Additionally, an experiment was conducted at the level of English department of Abdelhamid Ibn Badis University with EFL master one students, language and communication stream in order to put to test the potential of movie clips and videos in raising students' motivation alongside their feasibility in enhancing their proficiency, precisely, in oral communication along with the other fundamental skills such as listening, pronunciation and paralinguistic features.

The last chapter displays the analysis of the findings and the results obtained from each data gathering tool. Discussion of the findings and results is covered and presented in various headings. In this section, the feedback acquired about the teachers' and students' attitudes and perceptions about movie-clips' characteristics, feasibility, as well as their implementation in the academia were mainly positive, in which, they expressed their satisfaction in different comments. Yet, they still recommend a special training, particularly, in the application phase in relation to the level of the learners along with topic discussed.

What we have deduced all along this research is that teachers are still not ready to take advantage of the digitalized materials, or maybe not entirely accustomed to such benign tools which, consequently, lead them to go back to using old approaches and methods in teaching EFL. What is recommended, therefore, is for teachers to be fully aware of the advantageous role of ICT in raising learners' motivation and developing their autonomy alongside the beneficial learning outcomes that could, certainly, emerge from making full use of innovative approaches to the EFL learning and teaching process. Teachers, thus, should develop their professional skills in order to deal with the new demands and expectations of students, which can be accomplished throughout professional development programs that are, specifically, designed for the purpose of equipping teachers with professional skills that can aid them to deal with these issues.

In conclusion, the suggested hypothesizes were validated as students level of motivation was high to some extent concerning the implementation of the instructional materials at the level of the university. Teachers, as well, were encouraging about their implementation, particularly, when the selection of movie clips and videos is theme-oriented, that is based on the level of the learners alongside the topic in hand. Teachers' are well aware of the authentic input for language exposure; accordingly, they endorse the use of such innovative materials in the classroom which

can, without doubt, alleviate students' boredom in class and help involve them in an enjoyable and flexible learning environment that, exceptionally, aid them to be more autonomous in their learning and developing social and professional skills altogether.

This study is not meant to allude that the instructional model of movie clips and videos is to be used solely in class or that it is the perfect teaching material to help EFL students improve on their proficiency in oral communication and its main skills. It, rather, echoes that they have a predominant role in bringing about novelty and creating a relaxing atmosphere, where the teacher does not feel the centre of the learning process, but rather a team member working all together towards one goal, which is to guide students, prepare them for their professional carriers and equipping them with the appropriate ideology to bring about change as well as resolution for our out-dated educational system and supply the high quality education for the coming educational revolutions that we all wish to be part of.

List of References

- A Historical Overview of the Effects of New Mass Media (2001), retrieved April 09, 2017, from Allan, M. 1985. *Teaching English with video*. London: Longman.
- Arias, N. (2009). *Enhancing oral interaction in English as a foreign language through task-based learning activities*. University of cordoba: Colombia.
- Atwater & Eastwood, (1981), *I Hear You*, Prentice-Hall, p.83.
- Bentayab, N. (2008). *Improving the students' speaking skill through the use of English songs*. University of Biskra.
- Broad, K., & Evans, M. (2006). *A Review of Literature On Professional Development Content And Delivery Modes For Experienced Teachers*. University of Toronto. Retrieved March 03, 2017, from <https://www.oise.utoronto.ca/ite/UserFiles/File/AReviewofLiteratureonPD.pdf>
- Brown, G. and Yule, G. (1983). *Teaching the spoken language: an approach based on the analysis of conversational English*. Cambridge: Cambridge University Press.
- Brown, H.D. (1994). *Teaching by principles: an interactive approach to language pedagogy*. Englewood Cliffs, NJ: Prentice Hall Regents.
- Bygate, M.(1987). *speaking*. Oxford University Press.
- Council of Europe (2001). *Common European framework of reference for languages: learning, teaching, assessment*. Strasbourg: Language Policy Unit.
- Creswell, J. W. (2006). *Understanding Mixed Methods Research*. Chapter 1
- Davies, G. (2016). *CALL (computer assisted language learning)*. Retrieved March 06, 2017, from LLAS (centre for languages linguistics & area studies): <https://www.llas.ac.uk/resources/gpg/61>
- Effective Communications - Communication skills*. (2013). Retrieved from Free Management eBooks: www.free-management-ebooks.com
- Gower, R., Phillips, D., & Walters, S. (1995). *Teaching practice handbook*. Oxford: Macmillan Education
- Harmer, J. (2001). (3rd, ED) .*The Practice of English Language Teaching*. Longman
- Harmer, J. (2001).(3rd, ED) .*The Practice of English Language Teaching*. Longman.
- Hartoyo (2008). *Individual Differences in Computer-Assisted Language Learning*. Semarang: Pelita Insani Semarang
- <http://firstmonday.org/article/view/885/794>

TED conference. (2016, June 01). Retrieved from Wikipedia, the free encyclopedia: [https://simple.wikipedia.org/w/index.php?title=TED_\(conference\)&oldid=5411934](https://simple.wikipedia.org/w/index.php?title=TED_(conference)&oldid=5411934)

Liu, J. (2002). *Process Drama in Second and Foreign Classrooms*.

Livingstone, C. (1983). *Role play in language learning*. England: Longman Group Limited.

Mathers, N., & Fox N. and Hunn, A. (2007) *Surveys and Questionnaires*. The NIHR RDS for the East Midlands / Yorkshire & the Humber. Retrieved April 8, 2017, from https://www.rdsyh.nihr.ac.uk/wpcontent/uploads/2013/05/12_Surveys_and_Questionnaires_Revision_2009.pdf

Mikre, F. (2011). The Roles of Information Communication Technologies in Education; Review Article with Emphasis to the Computer and Internet. *Department of Psychology, Vol. 6 No 2*

Nation, I. and Newton, J. (2009). *Teaching ESL/EFL listening and speaking*. New York: Routledge.

Rahman, M. M. (2010).teaching oral communication: A Task-based Approach. *ESP World, Issue 1 (27), Volume 9, 2010*, retrieved on September 2012 from: <http://www.esp-world.info>

Richards, J. C., & Rodgers, T. (1986). *Approaches and Methods in Language Teaching: A Descriptive Analysis*. Cambridge: Cambridge University Press.

Richards, J., & Rodgers, Th. (2001). *Approaches and methods in language teaching*. New York: Cambridge University Press.

Schaetzel, k.(2008).*Facilitating Adult Learner Interactions to Build Listening and Speaking Skills*. U.S. Department of education.

Sherman, J. (2003). *Using Authentic Video in the Language Classroom*. UK: Cambridge University Press.

Sociological Research Methods: Empirical Research. (2017, April 14). Retrieved April 08, 2017, from UNC CHARLOTTE, J.Murrey Atkins Library: <http://guides.library.uncc.edu/c.php?g=173030&p=1143848>

Stoller, F. 1988. *Films and Videotapes in the ESL/EFL Classroom*. Paper Presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages. Retrived January 01, 2017 from: <http://www.eric.ed.gov/PDFS/ED299835.pdf>.

Ted Conferences (2017, April 8). Retrieved March 21, 2016, from Wikipedia, the free encyclopedia:

Thornbury, S. (2005). *How to Teach Speaking*. Longman

Wall, A. P. (1987). *Say it naturally: Verbal strategies for authentic communication*. New York: Holt, Rinehart and Winston, Inc.

Willis, J. 1996: *A framework for task-based learning*. London: Longman

List of Websites

https://www.youtube.com/watch?v=SG8z_2M5_3g&t=27s

https://www.ted.com/talks/ken_robinson_says_schools_kill_creativity

<https://www.youtube.com/watch?v=dWo0dm16wLY>

https://www.youtube.com/watch?v=Nq8loZlpa_8

<https://www.youtube.com/watch?v=DLpUev1FvS0>

<https://www.youtube.com/watch?v=84VtdVK2a0A&t=18s>

<https://www.facebook.com/JayShettyIW/videos/1789582104689580/>

https://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion?language=fr

<https://www.youtube.com/watch?v=MHYjuX0SEi8>

<https://www.youtube.com/watch?v=eYYf-mUmPqI>

Appendices

1) Students' questionnaire

The Use of Movie clips in Teaching and Learning EFL.

The questionnaire aims at gathering data about the potential of movie clips as a motivational and pedagogical tool in enhancing students' communicative skills. Your answers will be very helpful to carry on this study. Please tick the right answer.

Section one: Personal Information

1-gender: Male Female

2-Age: Less than 20

21-24

Over than 25

3-What is the university system that you belong to?

a- Classical

b- LMD

Section two: Movie clips in EFL classrooms

Movie clips are strips of motion picture movies, especially excerpted from full length films.

4-What is your attitude towards your English learning experience?

Positive

Negative

5-Do you think that using technology in EFL class can help you improve your level?

Yes

No

6- On the scale of 1 to 10. What do you think your level in oral communication is?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

7-Do you prefer learning English with movies?

Yes

No

Justify:

8-Which kind of movies would you prefer to learn with in oral communication class?

a-Musical

b-Comedy

c-Animation

d-Classics

e-Science fiction

f-All of the above

g-Others:

9-Movie clips are enjoyable instruments to study with.

Strongly agree agree disagree strongly disagree

10-Do you think that movie clips can help you improve your English speaking skill?

a-It can be a great help in class

b-They do not help much

c-They are not beneficial

d-It is difficult to apply in class

11-To what extent could listening to native speakers reflect your speaking level?

a-High

b-Medium

c-Low

d-Undecided

12-In your opinion, do you believe that movie clips can help you overcome your weaknesses in pronunciation?

a-Yes

b-No

Justify:

13-Which of the following elements you think movie clips can help you improve on?

a-Speaking

b-Writing

c-Listening

d-Vocabulary

e-Pronunciation

f-Other skills:.....

14-When using movies in EFL classes, which of the following topics do you enjoy and encourage you to speak?

a-Comedy

b-Arts

c-History

d-Literature

e-Culture

f-Others:.....

15-Movie clips provide you with enough exposure of authentic language in use and useful expressions to prepare you for the speaking practices.

a-Strongly agree

b-Agree

c-Disagree

d-Strongly disagree

e-Undecided

16-What are your suggestions vis-à-vis the content of your oral communication class and the implementation of movie clips and short movies in the classroom?

Thank you very much for taking the time to fill in this survey.

2) Teachers' questionnaire

Teachers' perception and attitude towards the use of Movie clips as a motivational and pedagogical tool in EFL classes.

Dear teacher,

This questionnaire is designed to collect data about the teachers' perception and attitude towards the implementation of movie clips and short films as a motivational and pedagogical instrument in teaching EFL, particularly at Abdelhamid Ibn Badis University of Mostaganem; English department. Would you please assist us by answering the questions? Your help is very much appreciated.

1. Gender:

a- Male

b-Female

2. For how many years have you been teaching at university?

3. What is your current degree?

4. What are your research interests?

5. Do you use videos, movie clips or short films in your class?

a-Yes

b-No

If yes, do you find them useful in developing students' oral skills? Justify.

6. How often do you use them?

- a-Always b-Sometimes
c-Rarely d-Often

7. What are the assessment strategies you often use with your learners?

- a-Peer assessment
b-Role plays
c-Groups work
d-Simulations
e-Questioning

8. According to your students' learning preferences and needs, which video genre would you prefer to use with your learners in class to encourage them to speak?

- a-Movie clips b-video songs c-documentary videos
d-Full length movies e-short movies f-commercial videos

Why?

9. What are your sources?

- a-YouTube
b-Daily Motion
c-Specific Websites

Others:.....

10. How do you use the videos in the classroom?

- a- Watch the video together with your students
b- Ask the students to watch independently
c- Ask the students to prepare it at home

Other:.....

.....

11. According to your experience what are the outcomes to learning via movie clips?

- a-Learning new concepts.
- b-Improving on the level of speaking and communication skills.
- c-Adding a fresh prospect to your teacher role.
- d-Motivating learners to have an interactive classroom.
- e-Involving learners in a flexible learning environment.
- f-Exposing students to authentic language.
- g-Providing students with the chance to use English.

Others:

12. How would you describe your attitude toward using movie clips as a motivational and pedagogical tool in university classes?

- a-Positive
- b-Negative
- c-Undecided

Justify:

13. If you have any suggestions or recommendations, they are welcomed and very much appreciated.

Thank you very much for your collaboration and help.