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**EFL Students' Attitudes Towards the Impact of Watching Films on
Enhancing their Understanding of Collocations: Case Study of Master One
Students at Mohamed Seddik BenYahia University.Jijel**

**Dissertation submitted in partial fulfillments of the requirements for the
degree of Master in didactics of foreign languages**

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Declaration

We hereby declare that the dissertation entitled “**EFL Students’ Attitudes Towards the Impact of Watching Films on Enhancing their Understanding of Collocations**” is our own work and all the sources we have used been acknowledged by means of references.

We also certify that we have not copied or plagiarized the work of other students or researchers partially or fully. In case my material is not documented, we shall be responsible for the consequences.

Dedication

*This work is dedicated to my dear **DAD**; may he rest in peace. For my beloved **MOM** whose love has always strengthened my will. To my **SISTERS “kenza & Amira”** and **BROTHERS “Amer & Abdellah”** and my eternal love “**Titou Bibichou**” to all my **DEAR FAMILY** thank you for being by my side, I love you all.*

*For my friends “**Nada & Hiba**” who have been by my side all the time, my school and university days were so enjoyable because of you, I love you all.*

For everyone who helped me in this dissertation, thank you so much.

For everyone who will read this thesis.

Abir Aimour

Dedication

I dedicate this work to:

*The love of my life my **mother** ,and the iron man my **father**,*

*My brothers **Amir & Bilal**,*

*My best friends **Meriem mechbout**, **Meriem boulemzawad**, **Sara & Khadidja***

*The sugar of our family, my little cousin **Ranime**,*

and all my family and my friends.

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Abstract

The study in hand that is entitled ‘EFL Students’ Attitudes Towards the Impact of Watching Films in Enhancing their Understanding of Collocations’ help us to get a new method in teaching collocations. The main problem that we found in teaching and learning collocations is that learners’ misuse of these expressions in context. This problem may be due to the old methods that are followed in teaching collocations. Those methods do not help learners to use in specific context. They just help them how to master their structures. For that we suggest exposing learners to an English speaking film, namely Harry Potter, which we think will help learners in acquiring and using collocations in real context. It is hypothesized that if watching films will have a positive impact on enhancing EFL learners’ understanding of collocations. In this experiment, we adopt two kinds of means of research, a teacher questionnaire and an experimental design. We administered teacher questionnaire to examine their attitudes towards the use of films in EFL classrooms and we adopt the experimental design (pre-test, treatment and post-test) in order to see the effectiveness of using films in acquiring collocations. The results of the questionnaire and the experimental design demonstrate that film helps intermediate learners to acquire collocations and use them in appropriate context. The hypothesis has thus been confirmed.

Keywords: Multimedia, Films, Collocations, EFL

List of abbreviations and symbols

EFL: English as a foreign language

Qs: Question

TV: Télévision

ETC: Et cetera

ESP: English for Specific Purpose

%: Percentage

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General Introduction

The development of multimedia especially digital video and the popularization of video streaming websites have made films easily accessible for purposes of language learning and especially the acquisition of collocations. The term collocation defined differently by various researchers.

According to McCarthy & O'Dell (2017), “a collocation is a pair or group of words that are often used together.” (p.6) Learning collocations is beneficial, for it makes English language learners sound native-like, i.e., natural (though they are not aware of it) and (Baker, 1992, p.47); however, sometimes EFL learners encounter some kind of ambiguity and confusion. EFL learners use similar synonymous words and this leads to errors. To clarify more, consider the following example: the expression ‘*to start a family*’. Despite the fact that the synonym of the word ‘*to start*’ is ‘*to begin*’, they cannot be used interchangeably in this context simply because the verb ‘*to begin*’ does not collocate with the word ‘*family*’ and these collocational differences could be learnt through repetitive exposure to the target language.

Collocations are fundamental to fluent or native speakers of the English language. Because of their significance, there have been an increasing number of researches investigating collocations among non-native speakers. Unfortunately, studies conducted in Algeria do not provide a consistent investigations or explorations on the use of collocations among Algerian EFL learners. As in any other culture where English is a foreign language, these students might have a limited to non-existent exposure to the English language in their society or environment. These elements might be impactful their difficulty in learning and/or using collocations. The exposure and the use of mass media in the classroom

environment might be a way to introduce collocations among students. Examples for such might be English-speaking films.

The necessity of collocations, and its big role in enhancing EFL learners' acquisition, has given motive to this study, which aims to investigate the impact of watching films on enhancing the students understanding of collocations.

1. Background of the Study

In the 21st century, and in a world that is experiencing rapid digital developments, using technology in language teaching is an urgent need. In fact, the technological revolution at educational levels is not new; it is slowly replacing the traditional teaching methods and coming up with new ones that may have a great impact on the language teaching-learning process. "Bringing technology in the classroom will assist both teachers and learners to create good conditions in order to enhance the teaching and learning process" (Zemmouri & Chemchem, 2018, p. 01). Films as being one of those technological tools have been increasingly used in recent years. German teachers have started to use films in classrooms in order to create diversity in activities. Sundquist (2010, p. 129) stated that "these films lend themselves well to a variety of activities for students from different levels of a language program". That is to say, films are a tool that can serve all foreign languages learners and this is done or strived for by the teacher.

Films' integration in the classroom is now considered as a useful way to serve both teachers and students because of its role in increasing students' motivation and interest by engaging them more in classroom tasks and discussions. Cruse (2007, p. 01) stated that "educators have recognized the power of audio-visual materials to capture the attention of learners, increase their motivation and enhance their learning experience".

Evidently, by engaging students in classroom tasks and discussion, teachers using films, in turn, increase student's motivations interest in language learning.

The current research is meant to be added to the previous studies about the use of films in the classroom mainly in the enhancing of the students' awareness about collocations.

2.Statement of the Problem

Most EFL students aspire to communicate as native speakers because of the lack of vocabulary stock. Collocations are a set or group of words that helps students to speak and communicate as native ones. To acquire those collocations students faced many problems because they feel bored when they learn them .So to make it fun we suggest to use films in order to acquire them and to see if using films is evidence to acquire and understand them or not.

3. Aims of the Study

The present study aims at investigating:

- Teachers' views about the utility of using films in EFL classrooms;
- Whether or not showing films or movie clips containing collocations has any effects on the acquisition of collocations by the students.

4. Research Questions

The present study attempts to answer to the following questions:

1-Does exposing EFL learners to films have a significant effect on the learning of collocations?

2-Does exposing EFL learners to films have a significant effect on the retention of collocations?

5. Research Hypothesis

The study at hand hypothesizes that :

If using films in EFL classrooms will enhance the students understanding of collocations and will help them acquire them.

6. Structure of the Research

This dissertation is divided into two (2) main parts: a theoretical part which includes the literature review and practical part which deals with the fieldwork. Starting with a general introduction that includes literature review, the statement of the problem along with the aim and hypothesis ending with the structure of the study.

The first section is divided into two chapters. The first chapter deals with the use of films in EFL classrooms starting with multimedia; its definition, characteristics, types as well as films; its definition, types, characteristics, films in teaching, and the advantages. The second chapter deals with collocations. It consists of its origins, definition, types and characteristics. While the second part-the third chapter- is devoted to the fieldwork and data analysis, it is devoted to the interpretation and discussion of the teachers' questionnaire as well as the experiment.

Chapter one: Literature Review

Section one: Using Films in EFL Classroom

Section one: Multimedia

Introduction

Throughout the 1980s and 1990s, the concept of multimedia took on new meaning and played a good role in educational technology. In addition, the convergence of satellites, computers, audio and video has created new media with enormous potential, combining hardware and software advancements that can provide enhanced learning facilities and focus on the specific needs of individual users. Multimedia technology empowers the educational process by increasing interaction between teachers, students and the classroom.

1.1.1.1. Definition of Multimedia

Multimedia is considered as a tool to support the learning process and enhance students' interest in learning. According to Steven Hackbarth (1996), multimedia is considered to refer to the presentation of information using a variety of media formats, including text, still or animated graphics, clips, video, and audio information. Computer-based interactive multimedia includes hypermedia and hypertext. Hypermedia refers to the presentation of video, animation, and audio, often referred to as dynamic or time-based content or multimedia. Hypertext, on the other hand, is a computer-based system that allows interactive linking of information in multimedia format. Visual-spatial learning methods are important to many learners, and educational professionals can now create and use multimedia files with relative ease, opening the door to extensive development and investigation (Gardener, 2010).

In addition, these creative presentation systems produce a great deal of excitement and attract students' attention during English-language learning (Acha, 2009). Robin &

Linda (2001) stated that multimedia is a tool that can create dynamic and interactive presentations that combine text-graphics, animation, audio and video. Hofsteker (2007) believes that multimedia is the concept and technology of storing, processing and presenting image, sound, animation and video elements in a computer to form an interaction, which is very innovative between computers and users.

1.1.1.2. Types of Multimedia

Generally speaking, there are three types of instructional media. They are audio, visual and audiovisual media. Audio media are media that can be heard, while visual media are media that can be seen, and instructional media that involve both vision and instruction are called audiovisual media (Kasbollah, 1993:57). Velleman and Moore (1996) suggested that multimedia elements should be in balance in order to support multimedia systems. It means that one element should not dominate over the others. In addition, interactive multimedia combines and synergizes all media consisting of: a) audio; b) text; c) video and d) graphics animation (Green & Brown, 2002: 2-6). It certainly has the potential to extend the amount and type of information available to learners.

1.1.1.3. Advantages of Multimedia

According to Gerlach and Elly (as citedw in Daryanto, 2011:17), multimedia can make the learning process more efficient and students feel more enjoyable in class, and the use of multimedia presentations and multimedia provides great English teaching opportunities. Baggour (2015) asserts that teachers must use activities and adopt a pedagogical mindset that encourages the development of multimedia use while enhancing learners' overall motivation. Sharma & Pooja (2016) believes that multimedia has some important functions of multimedia, such as: providing rich information, stimulating students' attention and interest, promoting self-regulated learning, promoting cross-cultural communication, and promoting teacher-student interaction to improve teachers' work

efficiency.

1.1.1.4. Components of Multimedia

Multimedia consists of various components: text, graphics, animation, sound, and video. These components can contribute differently to the learning of material

1.1.1.4.1. Text: It is an essential element in all multimedia applications. It conveys most of the information (Vanghan, 2004). We can use plain text or various typographical effects to emphasize or clarify in English teaching. To get the reader's attention, teachers can use different font sizes, colors and style of presenting information; emphasis on a word or phrase.

1.1.1.4.2. Graphics: It refers to images and pictures that do not contain motion, such as diagrams, diagrams and photographs. According to Andrew Wright's "Language Learning Books with Pictures", graphics can stimulate interest and motivation, improve language comprehension, and provide specific reference objects and topics (Wright, 2003). Graphics play a very important role in language teaching.

1.1.1.4.3. Animation: Animation is the rapid display of a series of images of a 2-D or 3-D artwork or model location to create the illusion of motion. In short, it ranges from basic graphics with simple movements to detailed images with complex movements. With the aid of animation, teachers can highlight key knowledge points and improve students' motivation (Vanghan, 2004).

1.1.1.4.4. Sound: It is speech, music or any other sound stored and produced by a computer. It has more advantages than a tape recorder. In multimedia, teachers can use more vivid and productive voices to help students' English learning.

1.1.1.4.5. Video: It is the visible part of the TV transmission, playing visual images of still or moving objects. Compared to animation, video can provide more vivid information. But it will consume more storage space than animation (Vanghan, 2004).

Conclusion

The use of multimedia as an instructional medium must be carried out when the teacher feels that students are not paying attention, feel less bored, and have no interest in the classroom. Regarding what type of multimedia is used and students' perceptions of the benefits, it was revealed that in general, if students actually apply what multimedia is, they gain multiple benefits from using multimedia as an instructional medium. In conclusion, the use of multimedia is beneficial to some students who can adjust the teaching concept of interesting, enjoyable and interesting media. However, if these things are not fully applied, applying it can present challenges.

Section two: Films

Introduction

Films have always been seen as entertainment, and their power has a huge impact on people's lives. Today, movies are no longer considered a simple entertainment medium, but rather an educational tool. Films also provide visual context aids to help students understand and improve their study skills. Today, teaching English has become more challenging than ever. To help learners acquire language skills, language teachers must provide quality teaching materials that are engaging, fun, up-to-date, and also tools to ensure student learning. This chapter explores the effects of using film in the English classroom. First, it provides the definition and history of cinema. Then, it came up with criteria for movie selection. Also, movies in English class. Finally, it demonstrates the advantages and limitations of using thin films.

1.1.2.1. Definition of Film

Film is a visual image that provides visual expression and presents the impact of reality. (Dadabboy, 2012, p.44). In other words, a film is a series of images that create sound and motion like real action happening in reality.

1.1.2.2. Film History

In the 1980s, the focus shifted more to the interaction between film and audience, focusing on film as a cultural issue, which meant that film studies were linked to new fields such as culture and natural sciences. This raises questions about how the brain works, why we respond emotionally and psychologically, and understanding different cultures (Murphy et. al, 2007).

After the 1980s, film theory developed, connecting different fields of study, not only for the audience in the cinema or at home, but also giving film theory a scientific nature, such as linking film to cognitive psychology. The shift in the 1980s raised questions about culture and the natural sciences, such as education about culture, science, a way to satisfy entertainment needs, and push the industry further into genres such as horror and thriller (Murphy et al., 2007).

Movies themselves can be categorized by context, theme, topic, mood, format, target audience, or budget. These elements in a film describe the structure of the film to tell the audience what happened, how they felt, what they saw and how it was done. Many factors that come to mind when discussing the cinematic experience. On the one hand, the illusion behind the attention-grabbing movement and the accuracy of the cinematic imagery are somewhat convincing because it is produced by non-humans, that is, usually done by different techniques, such as deep focus techniques, computer The resulting images and optical effects and computer techniques used to create different worlds, such as stop-motion animation, blue screen effects, and 3D computer graphics (Murphy et. al, 2007). In addition, the film has a so-called strong presence: the film picture always appears in the present tense. In addition, films provide audiences with linguistic, cultural diversity, while also providing audiences with different perspectives on themes, topics, contexts, narratives, and how films work. But don't forget the ideal conditions for watching a movie, where

everything helps to "control" the audience's attention. Film theory and cinema go their way to attention and depth to detail, taking the audience away from their everyday environment, partially isolated from others, sitting comfortably in a dark auditorium or dark room (Film Theory, 1998). For a while, audiences lived in the world the movie unfolded before them. Then, the reproduction of details becomes less important than the appeal of the film's story to the emotional response.

1.1.2.3. Film genre

The word "genre" comes from the French (originally Latin) word for "goodness" or "class". The term is widely used in rhetoric, literary theory, and media theory. Film genres are various forms or identifiable genres, categories, classifications, or groups of films that recur and have similar, familiar, or immediately recognizable patterns, syntax, film techniques, or convention. (Driks, filmsite.org: 2005) Each film has its own "story convention" (McKee, 1997: 86) There are more than 12 major film genres today; "Each genre has unique conventions, but in some case, these conventions are relatively simple and flexible" (ibid.), leading to a mix of genres and sub-genres.

1.1.2.3.1. Action/Adventure and Crime Action:

Movies often include high-energy, big-budget physical stunts and chases with nonstop action, spectacular rhythms and rhythms, and adventurous, often-good-guy heroes fighting bad guys. Adventure movies have exciting stories, new experiences or exotic places, and are very similar to or often paired with action genres. The best examples of these genres are the Bond movies, Rambo and The Matrix. "Pirates of the Caribbean" series and "The Hunger Games". Crime movies, on the other hand, revolve around the sinister actions of criminals or thugs, especially bank robbers, underworld figures, who operate outside the law. The best examples of this genre are Martin Scorsese's films: "Casino," "Goodfellas," and "Raging Bull."

1.1.2.3.2. Comedies/Musicals and Dramatic

Comedies are consistently light-hearted and deliberately designed to entertain and provoke laughter (single sentences, jokes, etc.). A key feature of all comedy films is that "no one gets hurt. In comedy" (McKee, 1997: 88) Examples of this genre include "The anchorman" and "The Wedding Crashers" as well as TV comedies like "The Big Bang Theory" series. Musical films largely emphasize comprehensive scores or song-and-dance routines, or they are films centered around music, dance, and song choreography. Drama, on the other hand, is a serious, plot-driven presentation that depicts realistic characters, settings, life situations, and stories that involve strong character development and interaction, such as "The Curious Case of Benjamin Button" and "Lee Daniel: The Butler".

1.1.2.3.3 Epic/War Movies and Westerns Epic

Movies are set against historical or imagined events, myths, legends or heroic characters, with extravagant settings and lavish costumes, accompanied by grandiose, dramatic scale, high production values and a stunning score. Best examples of this genre include: "Gladiator," "Troy," and "Robin Hood." In war movies, the plot is driven by actual battles with nations or other groups of people (McKee, 1997:88). The Western region is the main defining genre of the American film industry, with very well-known plots, elements, and characters (Six Guns, Horses, Dusty Towns and Trails, Cowboys, Indians, etc.).

1.1.2.3.4 Horror and Sci-Fi Films

According to Driks (2005), horror films are designed to scare and evoke our worst hidden fears, often in a terrifying, shocking ending, while in a cathartic engage and entertain us in the experience. The best example is Alfred Hitchcock's films. Sci-fi movies, on the other hand, are quasi-scientific, with visionary and imaginative plots, including heroes, aliens and distant planets, as well as great dark and shady villains, futuristic

technology, unknown and unknowable forces, and Extraordinary monster. The best examples are movies such as: "Gravity", "Star Wars" and "Star Trek".

1.1.2.3.5 Educational Films

Educational films are films or films whose primary purpose is education. According to (Yalcin, 2013 p.7), educational films are selected for the purpose of learning or teaching a foreign or second language. Educational films are popular with students and teachers because their introduction to the classroom has a profound impact on teaching styles. Students are perceived to be more motivated when using multimedia (Slack, 1999, 2). The difference in teaching styles is that the teacher is more of a facilitator, like a controller (ibid.). Students are more engaged with this type of film due to the learning environment it provides, a constructivist learning environment where students are able to solve problems through self-exploration, collaboration and active participation (Malik & Agarwal, 2012, p. 468).

1.1.2.4 Films and language teaching

Films can be an entertaining and motivating tool for learners of different skill levels. Movies provide learners with real-life language input, which may be difficult to accept in non-English-speaking environments, and otherwise enable them to observe different patterns of human behavior, including thoughts, beliefs, values, customs, etiquette, rituals, ways of interacting, etc. According to Berk (2009,p.9), the use of film in classroom activities has more than 20 positive outcomes, including: improving classroom focus, concentration and interest; fostering creativity; motivating students and making learning fun. According to Chapple and Curtis (2000), films have many cross-cultural values, provide a good foundation for the development of critical thinking skills, provide language learners with a rich source of content, and provide linguistic diversity. Another major outcome of the film is that it "provides language input" (Cheng, 2012) and provides "a

connection between the classroom and society". (Tabatabaei cited Wood, 2011:2).

The impact of film on language learning extends beyond language in a broader context; film is an important medium for facilitating cross-cultural learning (Roell, 2010), allowing students to “develop empathy and understanding” (Fajallstrom, 2010;p. 15) By watching movies, students not only enhance their understanding of the target culture, but also cultivate their interest in other areas of the target culture. This ability arises from the fact that cinema acts as a 'window into culture' (Yalcin; 2013;p. 7). Students will do their best to enter the target language through this window, rather than "waiting for the teacher to feed" (Wang, 2009: 2).

The combination of the sound and picture of the TV makes it a powerful aid in learning. Further support for the learning benefits of television "mixed information" can be found in Howard Gardner's theory of multiple intelligences (1983). Several modes of television provide "multiple entry points to content, thereby providing greater fitness for many intellectuals in diverse student populations." (Saltrick, 2004; p. 2). A positive relationship has been found between educational television viewing and cognitive performance in preschool and college-level children. Traditionally, educators have argued that television is not particularly beneficial. The findings suggest that with the introduction of television, people's "less time reading books and lower reading scores" (Moeller, 1996: 1) exacerbated concerns. However, using TV in the learning process has many advantages, depending on the amount of daily viewing. According to Moeller (1996; p. 2), TV content can have four broad effects on learners. They include:

-Behavior: The link between television and behavior is often difficult to establish. One of the problems is that learning usually occurs in at least two stages: acquisition and performance (Bandura: 1973) It is possible for a person to acquire a behavior without having to perform it.

-Attitudes, Beliefs and Values: Television has an effect on people's attitudes, beliefs and values; research by Gerbner (1986) clearly reflects this. The results show that TV fosters a common point of view or worldview among its viewers. The more television a person watches, the more likely he or she is to accept the premises and facts of television reality as if they were everyday real-world facts.

The use of film in language classes has grown rapidly in recent years due to the increased emphasis on communication skills. As a rich and valuable resource, films are beloved by students and teachers (Hemei, 1997:45, quoted in AKIR, 2006:2) because they are fun, challenging and stimulating (ibid.). Films show learners how people behave in a target culture by bringing a broad communicative environment into the classroom.

A number of researchers (Hoogeveen (1995), Oxford & Crookall (1990), and Canning- Wilson (2000)) have claimed the effectiveness of combining audio and visual aids in language classrooms. They argue that visual input, combined with other technical tools, can stimulate comprehension of language text, enhance the interaction between the target language and the learner's thinking, and make it easier for learners to predict intended meaning and recall information more fully (Neuman et al. ., 1990; Stevens, 1989; Svensson & Borgarskila, 1985; Underwood, 1990; as cited in Wang, 2012:1). Film also makes meaning clearer by illustrating relationships and providing authentic language input in ways that words cannot (AKIR, 2006: 2).

Tatsuki (1997:13 cited in KöKSAL, 2004:63) offers three advantages for using film in the classroom: as a model of target representation, an information model and a context for language use. Sherman (2003; p. 1) lists two advantages: accessibility motivation; the former refers to the fact that English-language films are so popular and accessible from any computer or video store, and the latter refers to the motivating power that films have, allowing classrooms Everyone on here is involved. Canning (2001; ascited in KöKSAL,

2004:4) supports the last statement: "Videos provide visual stimuli, such as the environment, which can lead to and generate predictions, speculations, and opportunities for activating background patterns while watching the video re-enacted."

1.1.2.5 Characteristics of English Films

Films are special tool because of their features that differentiate them from the other tools. The characteristics of Films as follow:

1.1.2.5.1 Audiovisual

Films are considered multimedia materials. It helps students hear and see everything; that is, make students feel like they are there. According to Chang, Y (2012) states that "movie is a multimedia, both visual and auditory media". This can be considered an advantage for students as it shows them what the character is doing and saying. Especially for those with ear problems; it helps them read the movements of a character's mouth to identify how accurately they pronounce it. In addition, it is also a challenge to incorporate English-language films into the teaching process, as films can motivate students to learn English.

1.1.2.5.2 Availability

Internet sites are used by everyone all over the world. Therefore, films are available on Internet websites, and there are sites for downloading movies. Such sites are: Netflix, movie flixter, YouTube and Video can also be sources for watching films.

Therefore, it is helpful for learners to look around for movies. Goctu, R (2017) states that "films are used for pedagogical purposes to motivate language learners, they are easily accessible and popular entertainment in teaching English as a foreign language".

1.1.2.5.3 Accessibility

Young people are hooked on media these days. That is, "different types of video material can be easily accessed via the Internet via mobile devices or smart phones, and

teachers can draw from a rather different set of materials depending on the age and language ability of learners" (Goctu, R 2017). Everyone has a smart phone and laptop to watch films everywhere. Therefore, movies are an important tool for English learners to improve their language skills.

1.1.2.5.4 Versatility

Film is considered one of the most powerful and influential educational tools for humanity due to its versatility. They are used for various purposes. For educational purposes, films inspire teachers and students for their impact, such as: enriching vocabulary, improving pronunciation, and developing comprehension. According to Thammineni, H, B (2016) films can help students improve proficiency in language skills. He also noted that "audio-visual materials, as a source of authentic language input, go a long way in stimulating and facilitating foreign/second language learning".

For entertainment purposes, this audiovisual aid can create a pleasant environment outside the learning and teaching process. "Films have been shown to be potential language inputs that can create joyful learning opportunities in language classrooms" (Thammineni, H, B, 2016). In this regard, students will be more motivated to learn a language because the source allows them to have fun and they won't get bored. (Ismaili, 2013; as cited in Goctu R, 2017) states that "movies are a delightful source of entertainment and language learners, and offer linguistic diversities".

1.1.2.6 Advantages of English-language films for EFL learners

Decades of technological development have brought new creations to many fields, such as: economics, agriculture, business and education. For education, the use of multimedia in educational settings can facilitate the teaching process. In short, video is a useful tool in education.

In fact, films provide students and teachers with contextual aids and dynamic

experiences. As such, students are digital learners, so English-language films are considered a powerful educational tool. (as cited in Kaboocha, H. R, 2016), "Films can attract students' attention" to the target language (Tognozzi, 2010); "Improves students' motivation to learn a language (Ruusunen, 2011)". That said, movies have a great impact on learners, they make them aware and focus on lessons, and they encourage students to learn English. Furthermore, according to (Khan, 2015; cited in Kaboocha, H. R, 2016) "the visual effects of films can facilitate language learners' comprehension and comprehension in an ideal visual environment, which makes it an effective language teaching tool". Harmer, J (2001, p. 282) attributed the advantages of video as an additional dimension to education for four reasons:

1/ Seeing language in use -

One of the main advantages of video is that students not only hear the language, they see it also. - This greatly aids understanding, for example; general meaning and emotion are often conveyed through expressions, gestures and other visual cues. - We can observe how the intonation matches the facial expressions.

2/ Intercultural Awareness - Videos uniquely expose students to situations beyond the classroom. - Videos are also valuable and give students the opportunity to learn about what food and what people in other countries eat and wear.

3/ The Power of Creation - Videos provide an unforgettable and enjoyable experience in the learning process. - Videos can stimulate creativity and communication about language using "students find themselves" to do new things in English.

4/ Motivation - Most students show a higher level of interest in having the opportunity to see and hear a language in use, and when this is combined with a fun task. Additionally, the film evokes the real world in the classroom and incorporates an understanding and awareness of indigenous cultures. Movies help learn new words and

train listening skills.

1.1.2.7 Films in Teaching

Films have some special features that make them a very powerful teaching tool. For example, the film theorist Kraucher (1973) pointed out that there are certain aspects of reality that only films are privileged to communicate. Some of the original features of film are camera movements, angles, and cuts that produce images that cannot be found in reality.

Different visual effects are also combined with sound and music, which according to Weis and Belton (1985) adds to the artistic effect of the film and its impact on the audience. In conjunction with the Swedish Film Academy, NAE published Film for Joy and Learning (2001), which aims to illustrate why it is important to include film in teaching and to illustrate how teachers can use film. In this document, you can read that:

Watching a movie together can provide a great starting point for discussing and reflecting on important issues in life. In the novel-film format, it is often easy to see and understand human behavior and dilemmas. Documentaries can put people, places and events into new perspectives. Movies can awaken the past, reflect the present, and help us identify people in different countries, cultures and living conditions.

Conclusion

The use of film in the classroom can give learners the opportunity to evaluate the medium they use in their daily lives. Movies contain real everyday conversations that also show parts of real life, so they add fun and engagement to language classes. This chapter shows that film is a valuable and effective resource in the teaching process. Furthermore, movies are very useful in imparting knowledge as an authentic tool. This chapter shows how teachers can use film to increase learners' interest in learning foreign languages.

Chapter two: Collocations

Introduction

To clarify the concept of collocations, our second chapter outlines their origins, definitions, and various approaches to studying the lexical aspect of language. In this chapter, we also try to distinguish collocations from other formulaic sequences. In addition, different types of collocations and various categories will be presented. We also discuss how collocations play an important role in language teaching and learning collocations. Finally, we discuss collocation ability as a conditional step in improving language ability.

1.2.1.1 Origins of collocations

The term collocation is derived from the Latin word *collocatio*, which means to put things together (Neshkovska, 2018). Some things in a language - in any language - are formula characters; that is, no one can change anything in it [...], it is indeed possible to parse e.g. a formula and show that it is composed of several words composed, but it is felt and processed as a unit, which can often mean something quite different from that of the constituent words used alone (Jespersen, 1924, p.8).

The concept of collocation was first questioned by Otto Jespersen in his book *Philosophy of Grammar* (1924). He argues that there is a lexical boundary in which we cannot change anything, and if that happens, the meaning will change as well. Jespersen was probably the first to postulate an arbitrary relationship between words. Ever since Palmer marked the term "collocation" in his dictionary (*A Grammar of English Words*) (Biskri, 2012).

The word collocation became familiar until it was classified as a technical term after Firth established his "modes of meaning". Firth (1957) states the following: "I propose to propose the meaning of collocation as a technical term, and apply the test of

'collaborability' (p. 8). Furthermore, he uses "dark night" as an example of an adjective noun collocation to support his point and argue that the collocation of the two words is the main reason for giving each of them its meaning. In other words, the meaning of a word is basically depending on the word it collocates with.

Criticisms have been made against Firth's view that collocations aid in understanding meaning. Lyon (1966) used the distribution theory of meaning as evidence to support his view that the meaning of words does not depend on their collocation with other words. However, he later rejected his contrary view, arguing that "the interdependence of lexemes is so high that these lexemes tend to appear in collocated texts that their collocation potential can be reasonably described as part of their meaning" (as cited in Biskri, 2012, p.8).

According to Biskri (2012), a group of scholars of corpus linguistics includes Halliday (1966), Greenbrae (1974), Wong Fillmore (1976), Nattinger (1980), Sinclair (1991), Hoey (1991), Stubbs (1995), Partington (1998), Mc Enery and Wilson (2001) and Hunston (2002) are referred to as the New Firths. They follow Firth's path to define collocations as co-occurrences of words. For example, Halliday (1966) introduced the concept of "sets" as an additional dimension of collocations, which he defined as "groupings of members with similar privileges to appear in collocations" (as in Biskri, 2012, p.9) Cited)). In order to understand this linguistic phenomenon, most scholars did not expand the scope of the definition of "collaboration". For more details, we will discuss some definitions of collocations in the newt section.

1.2.1.2 . Definition of collocation

Different scholars have defined "collocation" from their own perspectives. Each of these definitions contributes to a better understanding of collocations, such as Firth—who introduced collocations in his theory of meaning—suggests that the collocation of a given

word is a statement of the customary or customary position of that word (Gill, 1996).

In fact, this definition has been criticized for lack of clarity; however, the Firthian collocation is the most frequently mentioned collocation. Sinclair (1991, p170) gave a statistical definition based on a computational perspective, saying that "a collocation is the occurrence of two or more words within a short space of each other in a text." Furthermore, Nation (1994) describes collocation as "an instinctive reaction of native speakers, but for non-native speakers it involves difficult decisions about word coverage and relies on extensive exposure to language" (p.151).

Therefore, Nattinger and Deccario (1997, p.36) try to provide a clearer definition of collocation. They define it as "a string of co-occurrences with specific lexical items that are psychologically expected to be greater than chance", implying that the relationship between appositions is not an accidental one, but a natural one (Alsakran, 2011, p. 24).

Howarth (1998) viewed collocations as the co-occurrence of lexical items with grammatical functions that are part of sentences, such as nouns or prepositional phrases. Influenced by corpus-based research, Benson, Bensom, and Ilson (2009) generalized the concept of collocation and provided a new definition. Benson et al. point out that "In English, as in other languages, there is a set of words called cyclic, fixed, or collocations" (p. XIX).

Furthermore, McCarthy, O'Keefe, and Walsh (2010) claim that "a collocation is the likelihood of two words appearing next to each other or very close together" (p. 28). They also assert that collocations, when used together in a specific context, provide information about words and their meanings.

On the other hand, Thornbury (2002, p.7) claims that collocation is an overlooked phenomenon, distinct from compound words and multi-word units, and he then describes collocation as follows:

Two words are collocated if they occur together more often than by chance, so that we can be fairly safe to bet that the other word is nearby when we see it - collocations don't freeze relational word units like compound or poly words (as described in Biskri, 2012, p.13).

According to the Oxford Collocations Dictionary, collocations are defined as: "the way words are combined in a language to produce natural-sounding speech and writing". Regardless of the various definitions we see, there is a consensus on what a "match" is. Most scholars consider the co-occurrence of words to be the main criterion for describing what collocations are.

1.2.1.3. Types of Collocations

Several linguists classify collocations from different perspectives; therefore, there are different types of collocations. A prominent classification belongs to Benson et al. (1986), Lewis (2000) and Hill (2000). The BBA English word combination dictionary also divides collocations into two categories, grammatical collocations and lexical collocations.

1.2.1.3.1. Grammatical Collocations: Grammatical collocations are associations between dominant words (nouns, adjectives, verbs) and prepositions or grammatical structures such as infinitives or clauses (BBA Dictionary of English Combinations). We have eight main types of grammatical collocations (Benson et al., 1986).

Type	Form	Example
G1	Noun + Preposition	Argument with
G2	Noun + to infinitive	A pleasure to do
G3	Noun + that clause	An arrangement that
G4	Preposition + noun	By accident
G5	Adjective + preposition	Angry at
G6	Adjective + to infinitive	She was happy to meet him
G7	Adjective + that clause	I was afraid that i would fail the exam

Table 01: (Source: The BBI Combinatory Dictionary of English (2009, p.19-34)

This table contains verb patterns which are identified by numbers. They will be organized from 1 to 19 as following:

Form	Example
VO to O / VOO	He sent me the book
VO to O	He sent the book to me
Transitive V+O +for O / VOO	She brought a shirt for him
V+ O + pre	We cut the bread with a knife
V+ to infinitive	He began to speak
V + infinitive without to	He must work
V + gerund (-ing)	They enjoy watching television
Transitive V+O +to infinitive	She ask me to come
Transitive V+O+ infinitive without to	We let the children go
V+O+gerund(-ing)	We caught him stealing apples
V + poccessive noun and gerund	Please excuse my walking
V+noun clause beginning with 'that'	They admitted that they were wrong
Transitive V+O+the infinitive to be +(adj/pp)	We consider her to be very capable
Transitive V+O+Adj/pp/N	The police set the prisoner free
Trasitive V+O+O	The teacher asked the pupil aquestion
Transitive/reflexive/transitive + adverbial	He carried himself well
V+ interrogative word	He wants what I want
It+ transitive verb+ (to+inifinitive) /(that+clause)	It surprised me to learn ofher decision
Transitive V+(predicate noun / predicatepronoun)	She become an engineer

Table 02: (Source: The BBI Combinatory Dictionary of English (2009, p.19-34))

Phrasal verbs belong to grammatical collocations, but we usually do not include(Noun +of), (Noun+ by) combinations in this type of collocations.

1.2.1.3.2. Lexical Collocations

Unlike grammatical collocations, lexical collocations consist of nouns, adjectives, verbs, adverbs, but they do not contain prepositions, infinitives or clauses (The BBI Dictionary of English Words Combinations). There are seven common types of collocations organized from T1 to T7 as follows:

Type	Form	Example
T1	Verb (usually transitive) +noun/pronoun/prepositional phrase	Pose a questions
T2	Verb + noun	Reject an appeal
T3	Adjective+noun	Strong tea
T4	Noun+ Verb	Alarms go off
T5	Noun1 of Noun2	A pride of lions
T6	Adverb + Adjective	Deeply absorbed
T7	Verb + adverb	Apologize humbly

Table 03: (Source: The BBI Combinatory Dictionary of English (2009, p.19-34)

Besides, Benson et al (1986), Lewis (2000, pp.133-134) introduce another classification of collocations .According to Benson et al, we can divided collocations into 20 types in terms of phrases and expressions. His classification was seen in his list as the following:

1. Adjective + noun (e.g., a difficult decision)
2. Verb + noun (e.g., submit a report)
3. Noun + noun (e.g., radio station)
4. Verb + adverb (e.g., examine thoroughly)
5. Adverb + adjective (e.g., extremely inconvenience)

6. Verb + adjective + noun (e.g., revise the original plan)
7. Noun + verb (e.g., the fog closed in)
8. Discourse marker (e.g., to put it another way)
9. Multi-word prepositional phrase (e.g., a few year ago)
10. Phrasal verb (e.g., turn in)
11. Adjective + preposition (e.g., aware of)
12. Compound noun (e.g., fire escape)
13. Binomial (e.g., backwards and forwards)
14. Trinomial (e.g., hook, line, and sinker)
15. Semi-fixed expression (e.g., see you later/tomorrow/on Monday)
16. Fixed phrase (e.g., on the other hand)
17. Incomplete fixed phrase (e.g., a sort of ...)
18. Fixed expression (e.g., not half!)
19. Semi-fixed expression (e.g., see you later/tomorrow/on Monday)
20. Part of a proverbs (e.g., too many cooks ...)
21. Part of quotation (e.g., to be or not to be ...)

Collocations ‘types are totally different from collocations’ categories. Thus, types of collocations refer to their grammatical or lexical consistency; however, categorization may include different types of collocations that belong to the same group .We usually categorize collocations according to their strength and use.

1.2.1.4. Classification of collocations

Collocations are divided by different scholars and lexicographers, each of whom has

come up with new classifications according to their own views. Some scholars consider their strength; others consider their usefulness. The most common categories are discussed below:

1.2.1.4.1. Open Vs Restricted

According to Cowie and Howarth (1996), collocations can be divided into two different types, open collocations and restricted collocations. Collocations can be open when both parts and one of them refer figuratively, such as when we say "white", referring to skin color. Additionally, collocations can be restricted if they retain a literal meaning, such as "vested interest" (cited in Benayad, 2017).

1.2.1.4.2. Technical Vs Academic Collocations

Both of these collocations are made up of General English or Specific English. Technical collocations are related to grammatical and lexical collocations. They are used in a special register, ESP (English for Specific Purposes), to help learners how to use the language. Partington (1998), claims that technical collocations are "powerful indicators of register". Besides, Academic collocations are general, so they can be utilized both in general or specific English.

1. 2.1.4.3. Strong VS weak collocations

The strength of collocation is related to the degree of association of words. When two words go together most of the time, a strong collocation is formed. However, when they are rarely paired, it means they form a weak pair. Hill (as cited in Lewis, 2000) proposes four main types of collocations based on their intensity, unique, strong, weak and moderate intensity collocations. Unique collocations are guessable because their word combinations cannot be paired with other words. Hill gave examples of "pay the bill" and "shrug." Both of these collocations are unique because the verb "foot" or "shrug" is not collocated with other nouns (Hill, cited in Lewis, 2000).

Strong collocations include a large number of collocations, such as when we say "sharp criticism" or "rancid butter." Although, there are other things that can be harsh or rancid, but those go with very little. According to McCarthy et al. (2010), strong collocations are those words that are combined with a small number of other words, such as: "very disturbing", "superficially similar", "well-meaning" and "completely reliable" (p. 30).

Finally, we have the "medium match" that is often used when speaking or writing. The problem with this collocation remains because most students do not know how to form the correct collocation, for example, most students know the words "hold" and "conversation", but not all of them know that we can say "hold" a conversation.

McCarthy et al (2010) divide collocations into strong collocations and weak collocations. According to McCarthy, a strong collocation is a combination of a group of words with a few other words, such as: "very disturbing," "superficially similar," "well-meaning," and "completely reliable" (p. 30). However, he defines weak collocations as "words that produce a large number of collocations," eg: "very good", "very difficult", etc. (p. 30).

1.2.1.5.Importance of Collocations

Learning vocabulary is considered the process of acquiring a set of individual words and word families. This view has changed after a study showed that lexical knowledge is primarily associated with learning lexical chunks. Therefore, a large number of scholars have emphasized the importance of learning collocation for English learners.

Lewis (2000) claims that the way words relate to each other is the main reason why collocations are important to language users. Native speakers of a language use collocations unconsciously because they can know how words come together and how to retrieve lexical units and produce the correct combination without knowing the process;

however, foreign language learners it's hard to get them right. Therefore, native-like proficiency is the main interest of most scholars. This depends on a large number of collocations, so they suggest designing special syllabuses that can be presented immediately to non-native learners.

In addition, Ellis (1997) argues that the learner's ability measure is highly correlated with the ability of idiomatic expressions and frequent collocations. According to him, collocations are meaningful units that can play a vital role in both thinking and speaking. Although the collocations are somewhat complex, Ellis believes that retrieving these collocations is similar to retrieving individual word units (as cited in Altinok, 2000).

Hill (1999) pointed out that "students with good ideas often lose marks because they do not know four or five important collocations of the core keywords of what they are writing". In other words, collocation plays an important role in improving students' writing skills; therefore, students with poor collocation backgrounds cannot express their ideas clearly (as cited in Gulay, 2006, p.20).

According to Hill (2000) (as cited in Lewis, 2000), collocations reserve approximately 70% from what we read, write, say or hear. Therefore, if the students do not acquire enough ready-made chunks to be used, they will commit a numerous grammatical mistakes through generating utterances in the basis of grammar rules (ibid). He proves his words by giving the example: "his disability will continue until he dies" rather than "he has a permanent disability" (p.49).

McCarthy and O'Dell (2005) point out the importance of collocation. They believe learning collocations are important because they improve EFL students' speaking and writing skills. Therefore, learning collocations encourages students to use language naturally and accurately.

1.2.1.6.Characteristics of Collocations

Collocations are divided into three main characteristics, namely: non compositionality, non substitutability, and non modifiability (Schwaz, 1993: 181). First of all, collocation is not combinable because it is difficult for us to understand its idiomatic meaning. Words, but, on the other hand, we understand the meaning of individual words. A good example of non-composability is the idiom. For example, "itchy palms" means greed for money (Kirkpatrick, E-M-and Schwarz, CM, 1993: 180).

Furthermore, non-combinatoriality suggests that the meaning of collocation cannot be fully understood from the meaning of components. Collocations are characterized by limited compositionality, which means that an element of meaning is often added to the composition. In the case of strong teas here, the word strong is acquired in some active agents, which are closely related but slightly different from the basic meaning of having great physical strength. This characteristic (non-compositionality) is most clearly illustrated with idioms such as "to kick the bucket", where the idiom meaning of the whole (i.e. death) does not seem to be related to the components kick or bucket.

The second characteristic, non-substitution ability , means that we cannot substitute words that form collocations for their synonyms. For example, "close the meeting", it is wrong to say "close the meeting", because "close" and "meeting" cannot appear at the same time, but can say "close the door". Also, we say "hot dog". The meaning here cannot be predicted from the meaning of the parts. Another example: "Powerful "computer"/"powerful computer". Even in context, the components of a pairing have the same meaning. That's why; we can't say rice wine instead of white wine.

The third characteristic, non-modifiability, means that many collocations cannot be modified at will without changing their meaning. For example, "kick a plastic bucket" has a literal meaning, no idiomatic expressions. However, many other pairings can be modified

without changing the meaning, such as: "powerful new computer", baijiu is not baijiu, mother-in-law is not mother-in-law, etc. Collocations and multi-word units are assumed to obey the semantic uncomposability, syntactic unmodifiability, and compositional irreplaceability of semantically similar words (Schwarz, 1993: 182).

To sum up, collocations such as "big day", which means not hiding one's actions, have a different meaning than the literal meaning "big day". Its components cannot be modified. So, we can't say "headlights". Furthermore, we cannot replace any element of this collocation with its synonyms, eg: "big day". While most collocations share these aforementioned characteristics, they vary greatly to varying degrees.

1.2.1.7. Learners' Problems With Learning English Collocations

Researchers such as McCarthy (1990), Benson et al (1986), and El-Dakhs (2015) and Saudin (2015) agree that collocation learning can be a burden even for advanced learners for a number of reasons. First, collocations are often considered arbitrary. The randomness of collocations makes it difficult for them to predict or guess which words will appear together. In other words, learners must memorize collocations as they are because they are unpredictable or based on any rules. According to Benson et al (1986): Collocations are arbitrary and non-predictable. No-native speakers cannot cope with them; they must have a guide. They have no way of knowing that one says in English make an estimate, (but not *make an estimation), commit treason (but not * commit treachery). In English one says commit fraud and perpetrate fraud. However, only the collocation commit suicide is possible; one does not say * perpetrate suicide. One says bake a cake, but make pancakes (p.258).

Second, the meaning of some collocations is unpredictable and cannot be guessed by understanding individual words. O.Dell and McCarthy (2008) agree that the meaning of some collocations cannot be guessed from their components. For example, "I'm walking

back and forth" (meaning I'm walking in one direction, then the opposite direction, repeated many times).

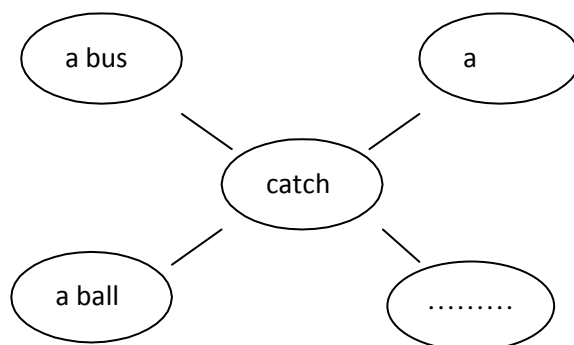
Finally, collocations have no counterparts in other languages, so learners cannot refer to their native language when learning. According to McCarthy, collocations vary widely across languages. L2 learners need to understand that there is no one-to-one correspondence between the two languages in terms of collocations. (El-Dakhs, 2015). O'Keeffe and Walsh (2010) explain that a Spanish-speaking English learner will say "ask a question" instead of "ask a question" because he translates the utterance from his native language without regard to whether the words can be collocated or not.

1.2.1.8. Techniques of Teaching Collocations

Salman, Alfaris, and Nazar Ali (2017) agree that the introduction of collocational teaching techniques will help learners to clearly understand this phenomenon through the semantic presentation of different tasks and exercises, thereby helping them to expand their vocabulary knowledge. In addition, these techniques make learners more aware of the importance of collocation, which is an effective way to improve their ability to use language accurately.

Many researchers, such as McCarthy and O.Dell (1994), Lewis (2000), McCarthy, O.Keeffe, and Walsh (2010), have proposed many useful collocation teaching techniques.

The first technique is the "bubble map technique". McCarthy, O.Keeffe, and Walsh (2010) argue that bubble charts are a good way to match visual presentations, especially for visual learners. The bubble chart technique is as follows:



This technique is based on using the dictionary to fill the empty bubbles and find more collocations.

The second technique is “Word Matrices technique”. McCarthy and O’Dell (1994) agreed that matrices would help to clarify word associations. In word matrix technique, learners have to choose the right pairs, and the teacher gives them feedback. Then, they try to use the collocations in a sentence. McCarthy and O’Dell (2010) gave the following example:

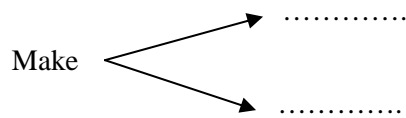
	A car	A motorbike	A train	A horse	A plane
To fly					+
To drive	+		+		
To ride		+		+	

Then, learners are asked to complete sentences in order to ensure their understanding.

- a) She has always wanted to have the chance to..... a train.
- b) Russian women are not allowed to passenger aircraft.
- c) a motorbike can be very dangerous.

The third technique is « Word Forks technique». McCarthy, O’Keeffe, and Walsh (2010,p.37) agreed that word forks are also a good way of practicing the most common collocations of a word. In addition, Pratheeba (2011) believed that the word forks are the most enjoyable and effective technique in teaching collocations. He explained that the word forks are a visual technique that takes a shape of a fork in which the stem of the fork is meant for a particular aspect that ought to be taught, and the prongs for the different words that can be used with that specific item. In addition, the word forks technique is based on a continuous re-cycling and revising which leads to the usage in the long-term memory, and that is what needed in vocabulary retention.

Here is an example of the word forks technique by McCarthy, O’Keeffe, and Walsh (2010, p.37).



Learners try to fill the word fork with the help of the teacher. Then, they use each collocation in a sentence.

Conclusion

Collocation has become an important linguistic issue in which most linguists contribute to the understanding and development of this lexical entity. Understanding the origin and meaning of collocations as an essential step in raising awareness of their presence in written and oral works. Language learners must discover the main types and categories of collocations so they can use them more accurately and naturally. In addition, looking at collocations from different dimensions provides multiple perspectives on how to study and solve collocations. However, the problem of mismatch is the main problem that affects learners' understanding and communication, so we focus on the main matching errors. As an important part of vocabulary learning, collocation plays an important role in educational institutions. Therefore, collocation teaching requires not only random methods and strategies, but precise learning skills to achieve a high degree of collocation ability.

Chapter two: Data Analysis And Interpretation Of The Case Study

Introduction

This chapter constitutes the practical part of the current research. It attempts to find out whether using films in EFL classroom could enhance the student understanding of collocations or not. In this chapter, the research tools used are the questionnaire and the experimental design. A questionnaire was administered to a sample of oral expression teachers: fifteen (15) at the Department of English, Mohammed Seddik Ben Yahia University; while the experiment was conducted on twenty four (24) learners at the same University. After the two (02) means were described, an analysis and discussion followed, and then a conclusion sums up the main points of the practical study.

2.1. Means of Research

In order to test the above hypothesis, and come up with preliminary answers, data are collected through the use of two research instruments: a teacher questionnaire and experimental design. Both tools will clear up if using films could enhance the students' understanding of collocations. The teacher questionnaire will be addressed to fifteen (15) teachers of oral expression at Mohammed Sddik Ben Yahia University. On the other hand, the experimental design was adopted to twenty four (24) learners at the same University.

2.2. Sample: From the population of about a hundred (100) Master 1 learners, twenty four (24) have been invited to participate in this experiment. For both pre-test and post-test we worked with the same sample. We have randomly selected them. The majority of students were girls. From twenty four (24) learners, thirteen (13) of them were girls. Also, fifteen (15) teachers were involved from Mohamed Seddik BenYahia University.

2.3. Research Instruments and tools

Two data collection instruments are adopted: an experiment and a teachers' questionnaire. The experiment is directed according to the true-experimental design. It is

divided into three sections: a pre-test phase, a treatment phase and a post-test phase. In addition, the teachers' questionnaire is composed of 11 questions mainly inspecting teachers' and its usefulness.

2.3.1. Experimental Design

2.3.1.1. The Pre-Test

2.3.1.1.1. Description of the Pre-Test

The twenty four participants were pre-tested via multiple choice questions. Each student was asked to take 20 minutes to answer all the questions concerning the three different tasks about collocations without exposing them to any video from the film of Harry Potter. In the forty minutes lefts, we try to gave them a brief definition about collocations, their types and characteristics with providing them examples and we finish the pre-test session with a quiz in which we ask them to gave us a collocation in a meaningful phrase.

2.3.1.1.2. Analysis of the Pre-Test

▪ QS 1. Do you like using multimedia in studying?

We start with this question to see whether the student like using technology and multimedia in their studying or not and all the students' answers were "yes".

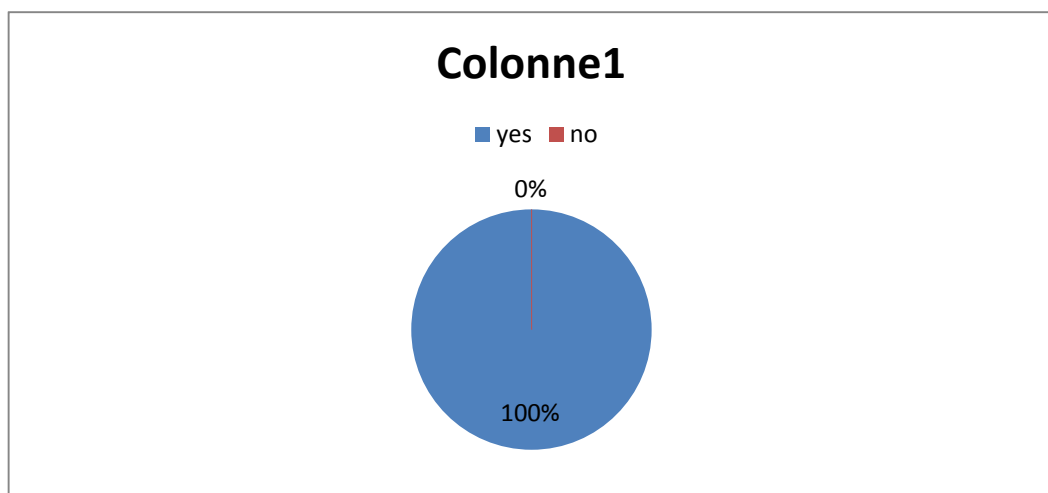


Figure 01: Students' Opinion About Using Multimedia in Learning

▪ **QS 2.** Which type of multimedia do you prefer the most?

Option	Participants	Percentage
audio-visual	21	88%
audio	3	12%
Total	24	100%

Table 04: Type of multimedia that students use

The majority of the students (88%) say that they use audio-visual media especially films, 12% say audio media (songs).

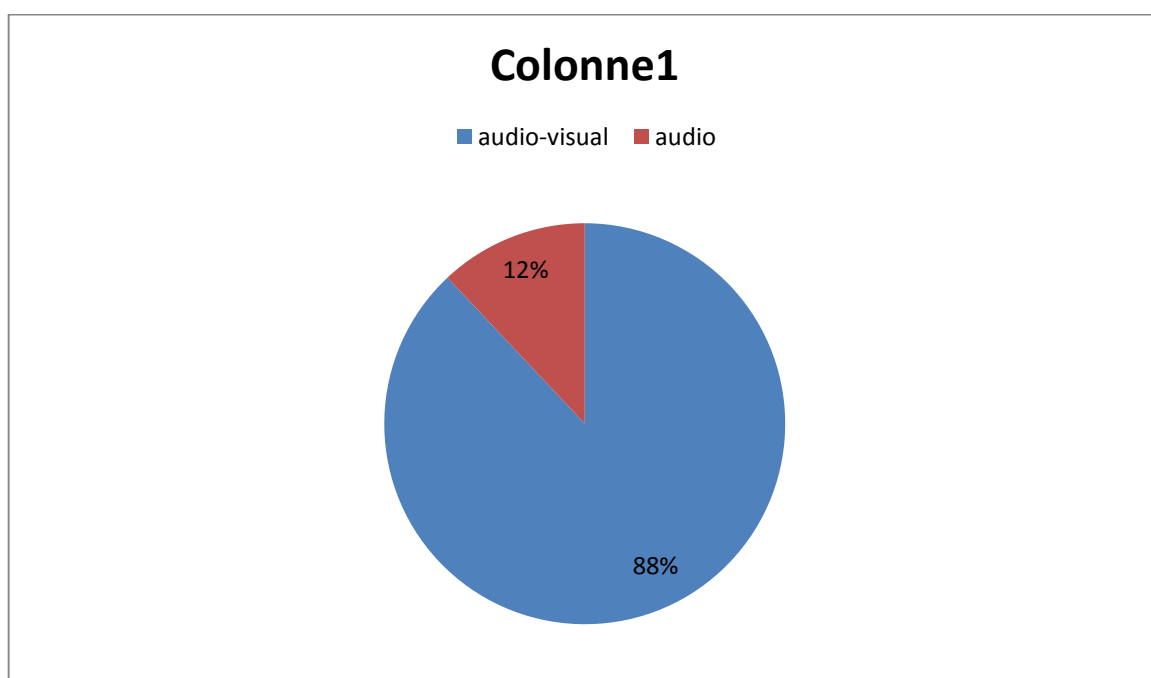


Figure 02: Type of Multimedia that Students' use

▪ **QS 3.** Are you familiar with ‘collocations’?

Option	Participants	Percentage
a) Yes	21	88%
b) No	3	12%
Total	24	100%

Table 05: *Students’ Familiarity with Collocations*

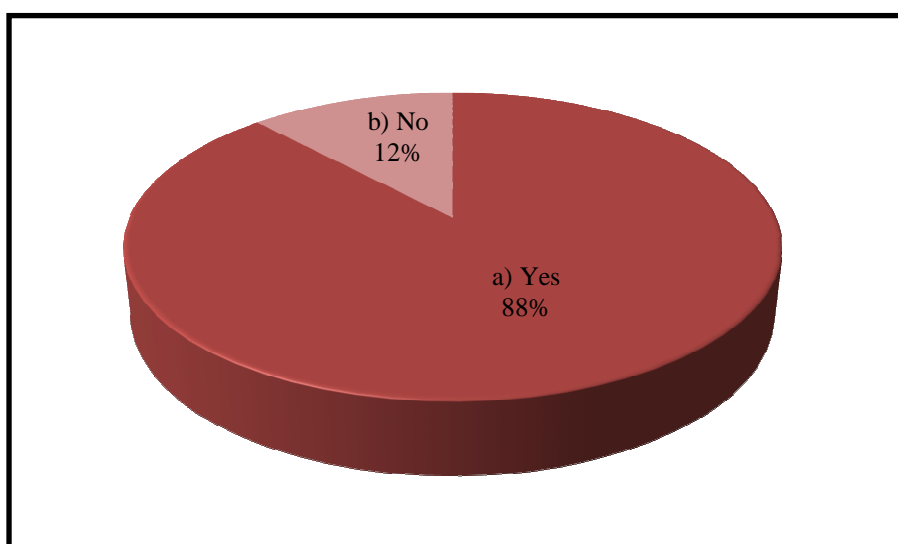


Figure 03: *Students’ Familiarity with Collocations*

We embraced this question to examine learners’ familiarity with the concept of collocations and to check their understanding of the concept. As table 3.2 displays, the majority of respondents (88%) were familiar with collocations and only three of them (12%) did not know what ‘collocations’ are. We, then, allow the respondents to use their own words to convey what they already know about collocations. One respondent define collocations in few simple words “Words that go together” ;however , other participant provides more detailed definition “The

habitual juxtaposition of a particular word with another word or words with a frequency greater than chance”. Thus, identifying the meaning of a collocations varies from one student to another, but almost all the definitions turned around the principle of the ‘co-occurrence’ .Similarly, one respondent states that “Collocations are natural combination of words that are closely affiliated with each other” and other student claims that “Collocation is two or more words that often go together these combinations just sound "right" to native English speakers, who use them all the time”.

▪ **QS 4.** In which course have you studied collocations?

Option	Participants	Percentage
a) Grammar course	7	29%
b) Oral expressions course	1	4%
c) Written expression course	3	12%
d) Reading course	13	55%
Total	24	100%

Table 06: Courses that Teach Collocations

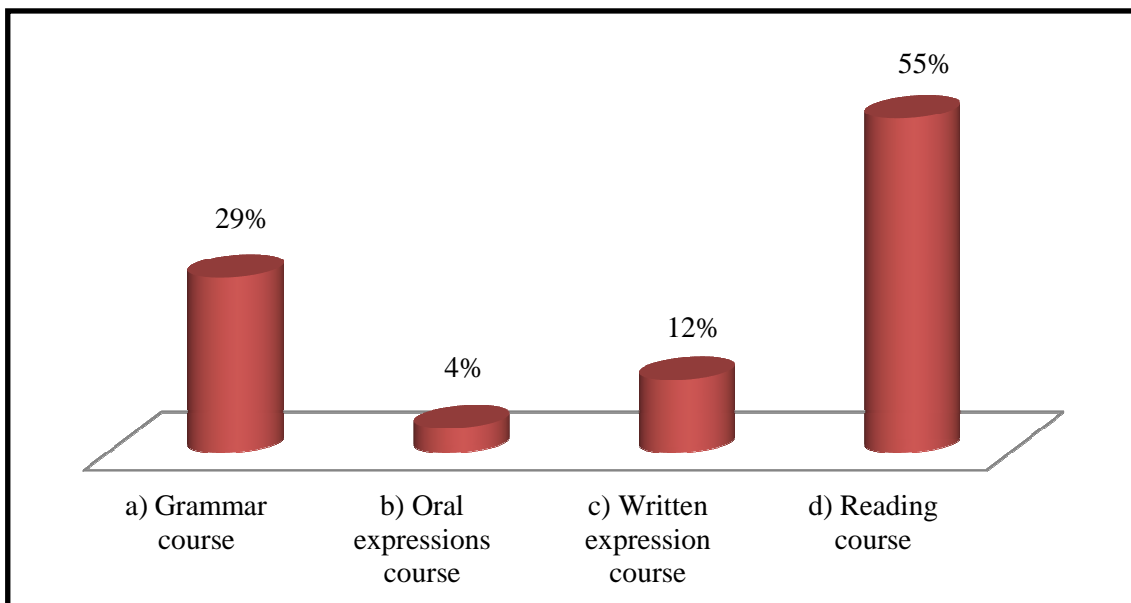


Figure 04: *Courses that Teach Collocations*

In question 4, we intended to know where learners are mostly build their priorknowledge about collocations .Table 06 shows that more than half of the participants (55%) admitted that they studied collocations in reading course and (29%) of the students have studied them in grammar module. Moreover, (12%) of the respondents studied collocations in written expression course and only one student learned them in oral expression sessions.

▪ **QS 5.** Have you been aware of collocations before studying them in the class?

Option	Participants	Percentage
a) Yes	4	17%
b) No	20	83%
Total	24	100%

Table 07: *Students' Awareness of Collocations*

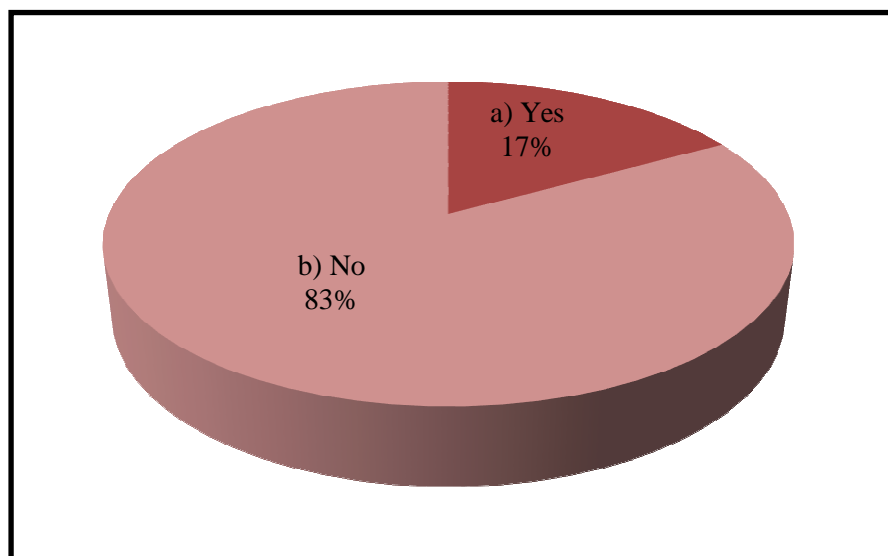


Figure 05: *Students' awareness of collocations*

This question intended at testing learners' awareness about collocations before studying them in class, in order to recognize whether they were able to notice certain linguistic features outside classes or they need direct instructions from their teachers. We also wanted to determine the degree of exposure to this major part of formulaic language outside classrooms. Surprisingly, as figure 05 shows, the majority of students (83%) were not aware about collocations until they learnt them in class; however, (17%) of the respondents have a prior knowledge about the concept of collocations.

2.3.1.2. Procedures of the Treatment

The film Harry Potter part 1 was found to be the richest source of collocations, so was selected to be watched by the sample. Collocations sample was chosen to be taught during the collocational training. Furthermore, extra materials and exercises were prepared to be used during the collocational training. In the first week of data collection process, the participants were asked to do the pre-test (Appendix 01) which contains two tasks; task 01 is concerned with a general clue about students' awareness about collocations, task 02: is dealt after giving them a brief lesson about collocations which ends with a quiz; and their

answers were collected to draw on their knowledge of collocations before the collocational training. The following week, the collocational training started. The participants watched Harry Potter part 1 which lasted for approximately 15 minutes.

Here are some collocations that the film contains:

Under water : ‘ Harry Potter and the Goblet of Fire’

Summer sky : ‘ Harry Potter and the Prisoner of Azkaban’

A parliament of owls : ‘ Harry Potter and the Sorcerer’ Stone’

Brisk walking : ‘ Harry Potter and the Sorcerer’ Stone’

Green lawn : ‘ Harry Potter and the Sorcerer’ Stone’

The collocational training was carried out during one class hour for a week which lasted for sixty (60) minutes. First, the learners watched the film twice, and then they were asked to pick up the different collocations found in the film. After that, the teacher explained and even translated the picked collocations into Arabic to help the learners catch the exact meaning. Next, after ensuring that the learners grasped the collocations, the teacher provided them with a quiz to build new collocations from their own words. Finally, after the collocational training, another test was given to the participants to evaluate their knowledge of collocations.

2.3.1.3. The Post-Test

2.3.1.3.1. Description of the Post-Test

After exposing learners to sample of videos containing collocations, the same task given in the treatment was repeated. The purpose behind choosing the same task is to see whether learners are getting progress in acquiring and using collocations in real situations. What have been noticed during the last session is all the learners showed a great advancement.

2.4. Teachers Questionnaire:

2.4.1. Description of the Questionnaire

The present questionnaire was distributed to (15) teachers at the University of Mohammed Seddik BenYahia. The questions are of the kind of closed questions.

Eleven (11) questions are included in this questionnaire, ranging from general information about the participants to information about the use of films in EFL classrooms.

Part one: general information, there are four questions in this part (Q 1, 2, 3, and 4) concern the gender, age, the degree held by the participants and the experience years in teaching English.

Part two: the use of films in EFL classrooms; there are seven questions in this part. the tenth question (Q 05) asks teachers whether they use films in their classes, (Q 06) asks how often teachers use them, (Q 07) is about the preferable film genres, (Q 08) is about incorporating films within the curriculum, (Q 09) is about teacher's experience throughout the use of film, (Q10) is about the beneficial learning outcome achieved through the use of films, and (Q11) is opened to any advice or suggestions by the teachers.

2.4.2. Analysis of Teachers Questionnaire

2.4.2.1. Section one: General information

Qs 01: Gender:

Gender	Participant	Percentage
	(n°)	(%)
Male	5	33%
Female	10	67%
Total	15	100%

Table 08: Gender Distribution

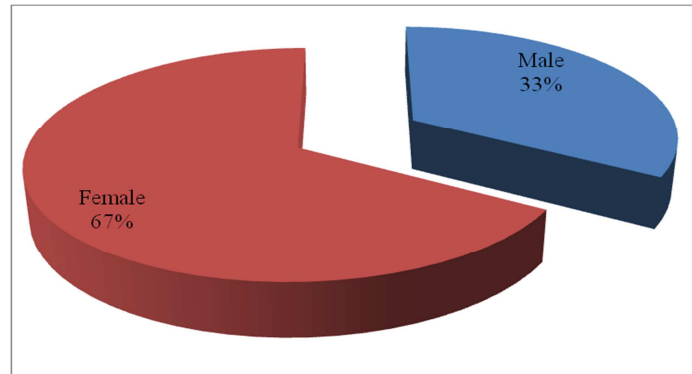


Figure 06: Gender Distribution

Table 01 shows that the majority of this population are females, 67%, and 33% for males; this indicates the energy possessed by females especially in teaching.

▪ **Q 02: Age:**

Age	Participants (n ^o)	Percentage (%)
25-35	7	47%
35-45	6	40%
45-55	2	13%
55+	0	0
Total	15	100%

Table 09: Teachers' Age

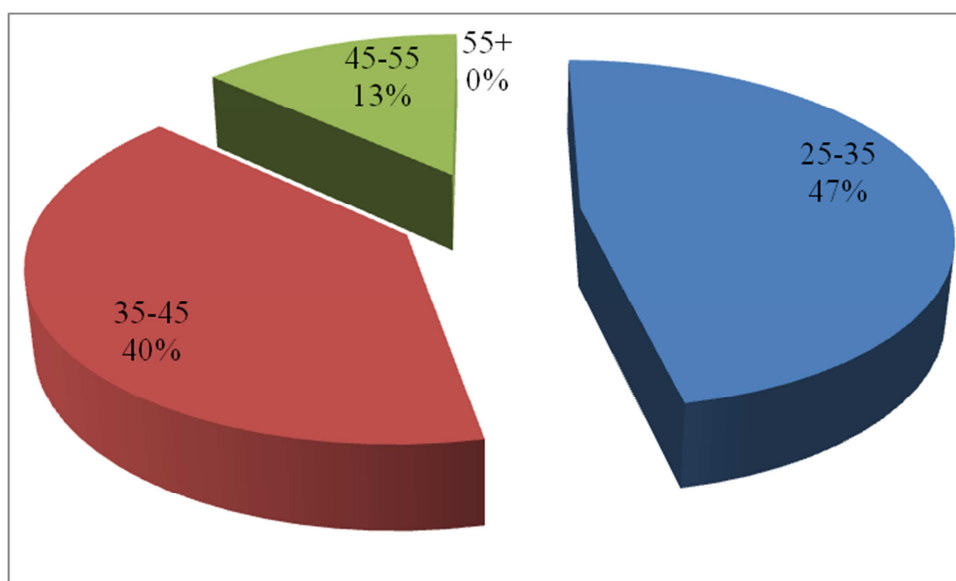


Figure 07: Teachers' Age

Table 09 shows that the majority of the teachers involved in this questionnaire are between of 25 to 35 years old, which represent 47%. The teachers between 35 to 45 represent 40% of this population and the teachers between the ages 45 to 55 represent 13% of the whole population of this study.

Q 03: Which degree do you hold?

Degree	Participants (n°)	Percentage (%)
BA (License)	3	20%
MA (Master, Magister)	10	67%
PhD (Doctorate)	2	13%
Total	15	100%

Table 10: The Degree Held by the Participants

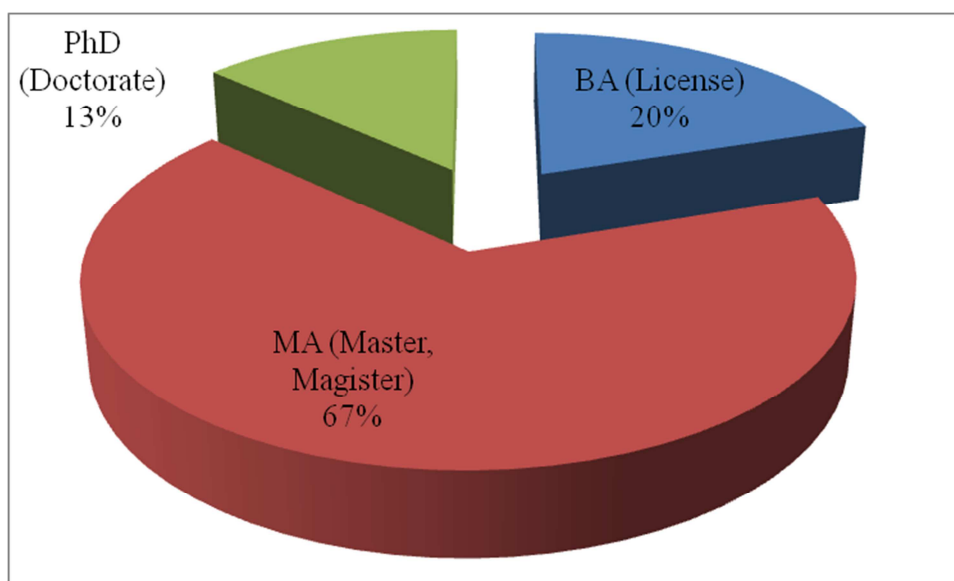


Figure 08: *The Degree Held by the Participants*

Table 03 shows that the majority of the teachers of this population have an MA (Master/Magister) degree due to the general requirement to hold a Magister degree in order to teach in the university, while 20% of the participants have BA (License) degree, and 13% PhD (Doctorate) degree.

▪ **Q 04: How long have you been teaching English?**

Years	Participants (n ^o)	Percentage (%)
Less than 1 year	0	0
1-4 year	4	27%
5-8 year	6	40%
9-12 year	3	20%
13+	2	13%
Total	15	100%

Table 11: *Experience Years in Teaching English*

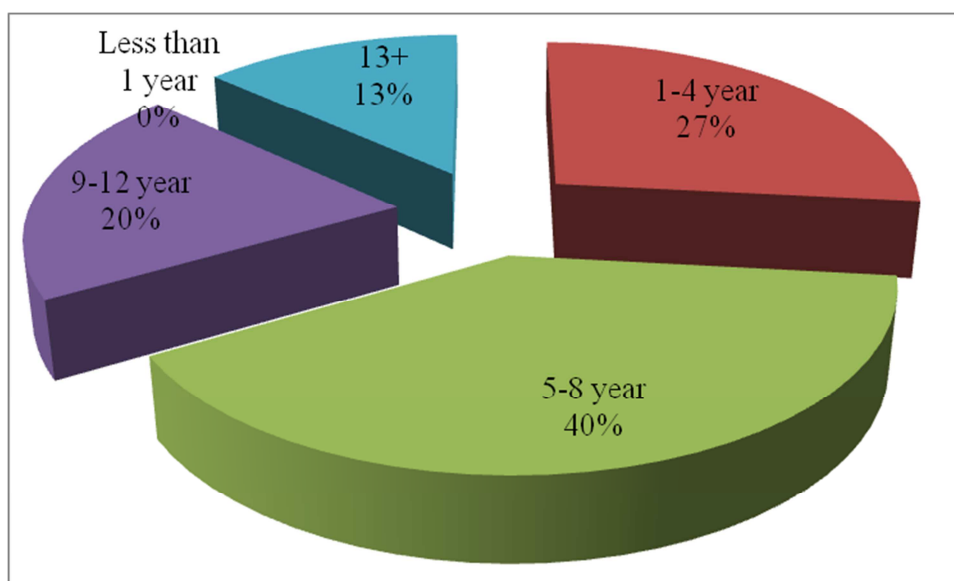


Figure 09: *Experience Years in Teaching English*

When teachers were asked how long they had been teaching English, 40% of the population said that they have been teaching it for (5-8) years, 27% of them said that they had been teaching it for (1-4) years and 20% of them said that they had been teaching it for (9-12) years. However, 13% of them said that they had been teaching it for (+13) years.

2.4.2.2. Section two: The use of films in EFL classroom

▪ Q 05: Do you use films in your class?

Options	Participants (n ^o)	Percentage (%)
Yes	11	73%
No	4	27%
Total	15	100%

Table 12: *The Use of Films in Classrooms*

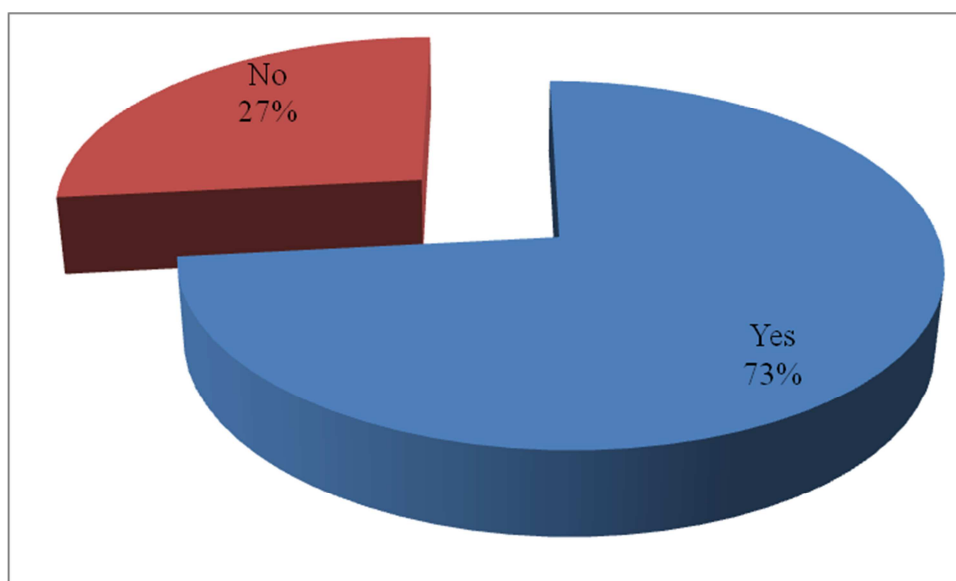


Figure 10: *The Use of Films in Classrooms*

73% of the teachers have claimed that they are using films in their classes because they 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. While 27% say that they do not use films in teaching.

▪ **Q 06: How often do you use them?**

Options	Participants (n ^o)	Percentage (%)
Always	2	13%
Often	5	33%
Sometimes	3	20%
Rarely	1	7%
Never	4	27%
Total	15	100%

Table 13: *The Frequency of Using Films in Classrooms*

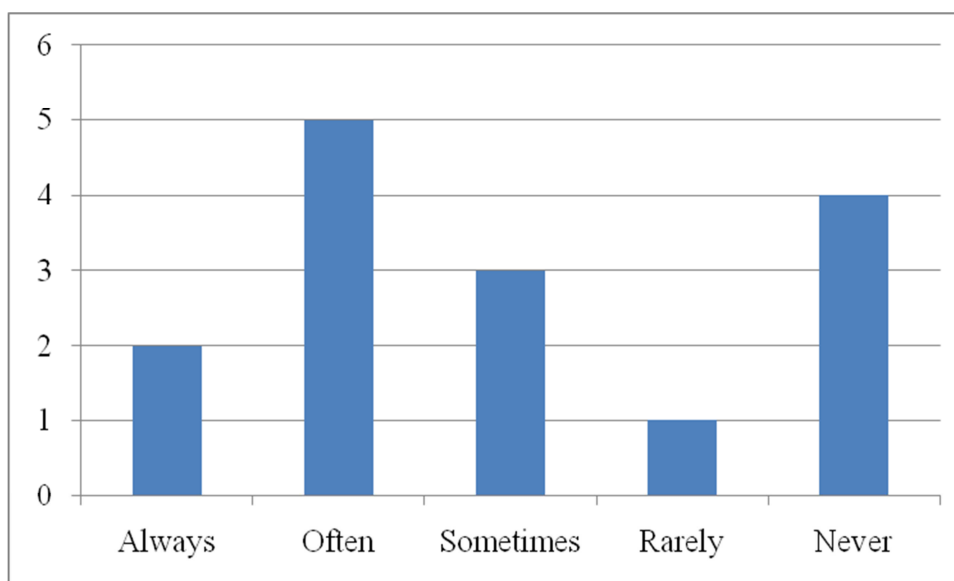


Figure 11: *The Frequency of Using Films in Classrooms*

The table and graph reveals that 13% of teachers always use films, 33% of teachers often use films, 20% use film sometimes and 7% rarely use films. As for the remaining (27%) of teachers have shown low interest in using them as they have affirmed that they never use them in their classes.

▪ **Q 07: According to your students' learning preferences and needs, which video genre would you prefer to use in the class?**

Video genre	Participants (n ^o)	Percentage (%)
Video songs	3	20%
Documentary videos	1	7%
Full length films	2	13%
Short films	6	40%
Commercial videos	3	20%
Total	15	100%

Table 14: *Film Genres According to Learners' Needs and Preferences*

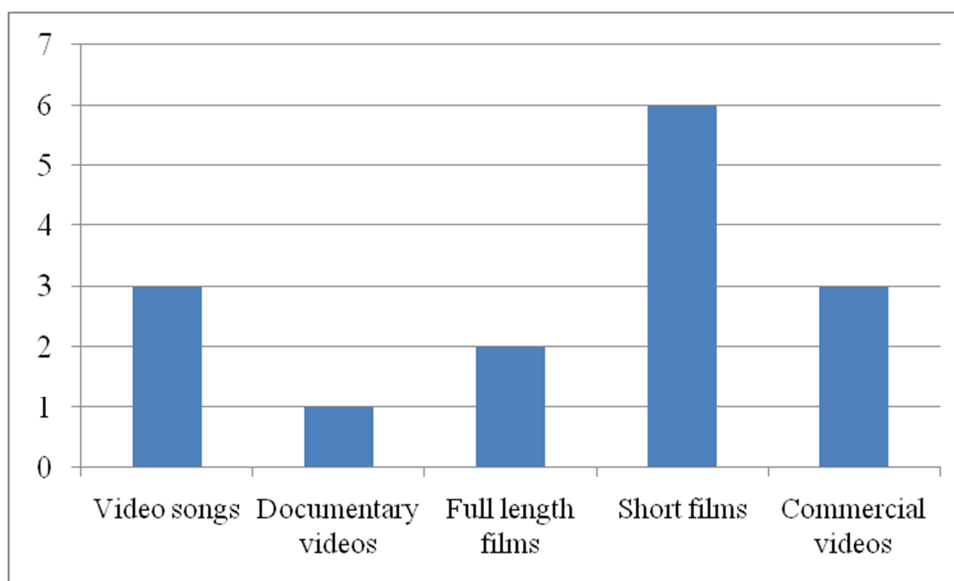


Figure 12: *Film Genres According to Learners' Needs and Preferences*

As shown in the table and graph above the majority of the teachers (40%) prefer to use short films because they are interesting, informative, time saving and can be motivating to a high extent for learners.

▪ **Q 08: What do you think about incorporating films within the curriculum?**

Options	Participants (n ^o)	Percentage (%)
Strongly agree	4	27%
Agree	6	40%
Neutral	2	13%
Disagree	2	13%
Strongly disagree	1	7%
Total	15	100%

Table 15: *Incorporating Films within the Curriculum*

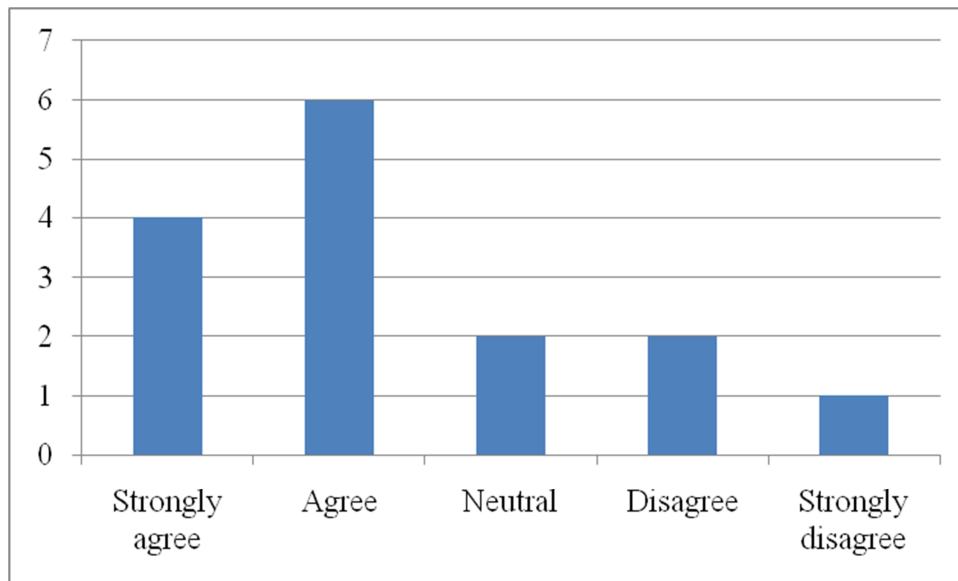


Figure 13: *Incorporating Films within the Curriculum*

The majority of the teachers (40%) agreed that exposure to a wide range of films helps to broaden children’s understanding of the world and other cultures. The vast majority (67%) also agreed that film is a means of getting young people enthusiastic about their subject – engagement with learning. There is slightly less certainty that teachers would use film more widely if they had more support.

▪ **Q 09: Thinking about your personal experience throughout the use of films in EFL classrooms, how strongly would you agree with the following?**

Options	Participants (n ^o)	Percentage (%)
Strongly agree	3	20%
Agree	5	33%
Neutral	3	20%
Disagree	2	13%
Strongly disagree	2	13%
Total	15	100%

Table 16: *Teacher’s Personal Experience with the Use of Films*

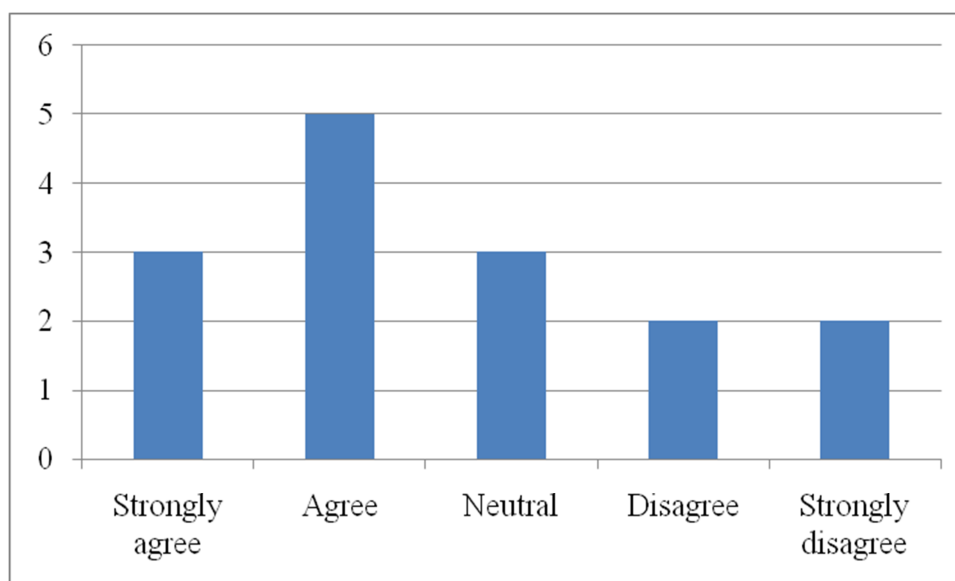


Figure 14: *Teacher's Personal Experience with the Use of Films*

As indicated in the table above, the impact of the film on the teacher was positive, helping the teacher engage more with their students and reaching the more challenging students, with the consequence of making the teacher more motivated and inspired in their profession. 53% of teachers said they learnt new - or refined existing –skills that they could apply more widely in their teaching and almost all, given the right opportunity, would like to be involved in another similar project with pupils. The only teachers who did not agree that they would use film again stated reasons such as retirement, or lack of available time.

▪ **Q 10: According to your experience, what are the outcomes of learning via films?**

Options	Participants (n ^o)	Percentage (%)
Learning new concepts	4	27%
Improving on the level of communication and speaking skills	6	40%
Adding a fresh prospect to your	3	20%

teacher role		
Motivating learners in a flexible learning environment	7	47%
Exposing learners to authentic language	8	53%
Providing learners to use English	5	33%
Total	15	100%

Table 17: *The Advantages of Using Films*

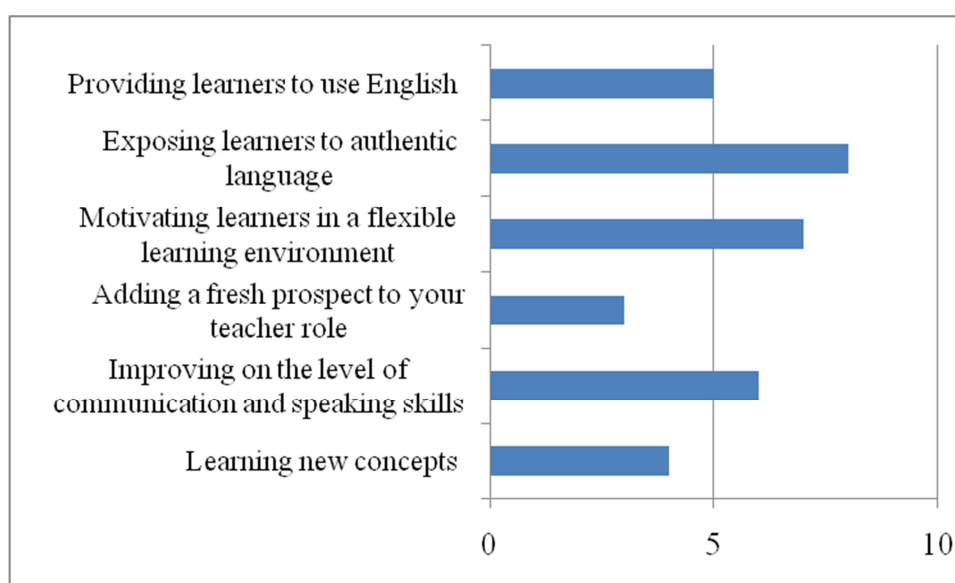


Figure 15: *The Advantages of Using Films*

The results presented above demonstrate the learning outcomes achieved by using films. The majority of teachers (53%) assert that films can help students to be in contact to authentic language, whereas 47% affirm that they are pedagogically motivating and can involve learners in interactive classroom.

Q 11: If you have any suggestions or recommendations, they are welcomed and very much appreciated:

In this very last question we intended to ask for suggestions and recommendations to help us have a clear insight about the teachers' expertise concerning the utilization of films. Their answers are cited as follows:

- “Depending on the level of students: other acuties can be accompanied with the films suchas: 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 film 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 films 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.”
- “An official attention to audio-visual aids is required by the educational facilities inlearning and teaching.”
- “Teachers must introduce and adapt audio-visual aids into the classroom and later theseaids be adopted in the learning process by the learners.”
- “The good choice of the type of audio-visuals aids appropriate to the designed task.”

From these answers, we can conclude that the teachers do encourage the integration of and 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.

2.5. Interpretation of Results

The findings of the questionnaire and the experiment show the value of learning through films and incorporating them within the curriculum. This study yields convenient results, which stresses the importance of exposing EFL learners to video films in order to enhance the acquisition of collocations. Hence, we come to confirm our hypothesis: The exposure to video films enhances learners' acquisition of collocations.

2.6. Limitations of the Study

- Time constraint: As the study had to be conducted within a limited period of time, the collocational training only lasted three weeks. It would have been better if the time frame for the treatment period had been longer.
- Lack of reliability: The questionnaire as a tool of data collection cannot always ensure the truthfulness of the respondents' answers.
- Lack of sources: A few books and articles are not sufficient and did not facilitate our task when writing this dissertation.

Conclusion

In this chapter, which is the practical part of the research, the data was collected through a questionnaire for the teachers and an experimental design for the

learners, analyzed and discussed. One can conclude from the findings that the students at Mohamed Seddik Ben Yahia welcome the idea of exposing them to English speaking films to learn and acquire collocations. They believe that such use helps them to acquire and use collocations in their real contexts. Similarly, teachers support the idea of incorporating films in their classes. They assume that films can have a positive effect on the learners. In addition, they are valuable aids that teachers may rely on in facilitating teaching tasks.

General Conclusion

The results of the present study conclude that video films are powerful instructional tools that can help in acquiring collocations. Teachers in the current study stated that films increased students' participation and involvement in the classroom. They have positive attitudes towards the integration of video films in their classrooms. However; in order to fulfill its pedagogical purpose, films should be strategically selected based on the course syllabus, students' interests, and their proficiency level. While designing the tasks and the materials that incorporate the films into classes, the main goal of using this authentic material and the objectives of the specific lesson should always be kept in mind. In addition, language teachers should not ignore the importance of planning useful and meaningful tasks for students before and after viewing in order to make the teaching focus more explicit, hence students want to treat it as a pure source of enjoyment and entertainment.

The findings of the study may give the following answers to the research questions that were asked in the general introduction:

- Watching video films facilitate collocation acquisition of intermediate EFL learners at Mohamed Seddik Ben Yahia University.
- Exposing EFL students at Mohamed Seddik Ben Yahia University to films has a significant effect on the retention of formulaic expressions.

Thus, the research hypothesis in which it was hypothesized that if using films in EFL classrooms will enhance the students understanding of collocations and will help them acquire them is confirmed.

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Appendices

Appendix 01: Teachers Questionnaire

Dear teachers,

For the preparation of a master dissertation, this questionnaire serves as a data collection tool on the effects of exposure to English speaking film on the acquisition of formulaic expressions. Your answering of this questionnaire will be of an immense contribution that will enable this research to attain its objectives. Please tick the choices in the boxes or write your information when necessary.

Thank you

Section one: General

Information

01- Gender:

Male ☐ Female ☐

02- Age:

03- Which degree do you hold?

BA (License) ☐

MA (Master, Magister) ☐

PhD (Doctorate) ☐

04- How long have you been teaching English?

Less than 1 year ☐ 1-4 year ☐ 5-8 year ☐ 9-12 year ☐ +13 year ☐

Section Two: The Use of Films in EFL Classrooms

05-Do you use films in your class?

☐ Yes ☐ No

06- How often do you use them?

Always ☐ Often ☐ Sometimes ☐ Rarely ☐ Never ☐

07- According to your students' learning preferences and needs, which video genre would you prefer to use with your students in the class?

Video songs ☐

Documentary videos ☐

Full length films ☐

Short films ☐

Commercial videos ☐

08- What do you think about incorporating films within the curriculum?

Strongly

☐ agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly disagree

09- Thinking about your personal experience throughout the use of films in EFL classrooms, how strongly would you agree with the following?

☐ agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly disagree

10- According to your experience, what are the outcomes of learning via films?

You can tick more than one option:

☐ agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly disagree

11- If you have any suggestions or recommendations, they are welcomed and very much appreciated:

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Thank you

Résumé

Cette recherche intitulée « Attitudes des étudiants EFL envers l'impact de regarder des films sur l'amélioration de leur compréhension des collocations » nous aide à obtenir une nouvelle méthode d'enseignement des collocations. Le principal problème que nous avons trouvé dans l'enseignement et l'apprentissage des collocations est que les apprenants utilisent à mauvais escient ces expressions dans leur contexte. Ce problème peut être dû aux anciennes méthodes suivies dans l'enseignement des collocations. Ces méthodes n'aident pas les apprenants à les utiliser dans un contexte spécifique. Ils les aident simplement à maîtriser leurs structures. Pour cela, nous suggérons d'exposer les apprenants à un film anglophone, à savoir Harry Potter, qui, selon nous, aidera les apprenants à acquérir et à utiliser les collocations dans un contexte réel. On suppose que si regarder des films aura un impact positif sur l'amélioration de la compréhension des collocations par les apprenants EFL. Dans cette recherche, nous adoptons deux types de moyens de recherche, un questionnaire enseignant et un devis expérimental. Nous avons administré un questionnaire aux enseignants pour voir leurs attitudes à l'égard de l'utilisation de films en classe EFL et nous adoptons le plan expérimental (pré-test, traitement et post-test) afin de voir l'efficacité du film dans l'acquisition de collocations. Les résultats du questionnaire et la conception expérimentale démontrent que le film aide les apprenants intermédiaires à acquérir des collocations et à les utiliser dans un contexte approprié. L'hypothèse est donc confirmée.

الملخص

يساعدنا هذا البحث الذي يحمل عنوان "مواقف طلاب اللغة الإنجليزية كلغة أجنبية تجاه تأثير مشاهدة الأفلام في تعزيز فهمهم للمتلازمات اللفظية" في الحصول على طريقة جديدة في تدريس المتلازمات اللفظية. المشكلة الرئيسية التي وجدناها في عمليات الجمع بين التدريس والتعلم هي أن المتعلمين يسيئون استخدام هذه المتلازمات في السياق. قد تكون هذه المشكلة بسبب الأساليب القديمة المتبعة في التدريس بالمصاحبة. هذه الأساليب لا تساعد المتعلمين لاستخدامها في سياق معين. إنهم يساعدونهم فقط في كيفية إتقان هياكلهم. من أجل ذلك نقترح تعريض المتعلمين لفيلم باللغة الإنجليزية ، وبالتحديد هاري بوتر ، والذي نعتقد أنه سيساعد المتعلمين في اكتساب واستخدام المتلازمات اللفظية في سياق حقيقي. من المفترض أنه إذا كان لمشاهدة الأفلام سيكون لها تأثير إيجابي على تعزيز فهم متعلمي اللغة الإنجليزية كلغة أجنبية للتلازم. في هذا البحث ، نعتمد نوعين من وسائل البحث ، استبيان المعلم والتصميم التجريبي. قمنا بإدارة استبيان المعلم لمعرفة اتجاهاتهم تجاه استخدام الأفلام في فصول اللغة الإنجليزية كلغة أجنبية ونعتمد التصميم التجريبي (الاختبار القبلي والمعالجة والاختبار البعدي) من أجل رؤية فعالية الفيلم في الحصول على التجميعات. تظهر نتائج الاستبيان والتصميم التجريبي أن الفيلم يساعد المتعلمين المتوسطين على اكتساب التجميعات واستخدامها في السياق المناسب. وهكذا تم تأكيد الفرضية.