

**PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA**  
**MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH**

**Mohamed Seddik Ben Yahia University – Jijel**

**Faculty of Letters and Languages**

**Department of English**



**The Effect of the Exposure to an English Speaking Film on the Acquisition  
of Formulaic Expressions: Case Study of Intermediate EFL Learners at  
Glory Private School**

**Dissertation Submitted in Partial Fulfillments of the Requirements for the Master**

**Degree in English Didactics**

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**Academic Year: 2018-2019**

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<b>Table of content:</b>	<b>Page</b>
<b>Dedication .....</b>	<b>6</b>
<b>Acknowledgements .....</b>	<b>8</b>
<b>Abstract .....</b>	<b>9</b>
<b>List of Abbreviations and Symbols .....</b>	<b>10</b>
<b>List of Figures .....</b>	<b>11</b>
<b>List of Tables .....</b>	<b>12</b>
<b>List of Graphs .....</b>	<b>13</b>
<b>General Introduction .....</b>	<b>14</b>
<b>1. Background to the Study .....</b>	<b>16</b>
<b>2. Statement of the Problem .....</b>	<b>21</b>
<b>3. Aims of the Study .....</b>	<b>22</b>
<b>4. Research Questions .....</b>	<b>22</b>
<b>5. Hypothesis .....</b>	<b>22</b>
<b>6. Structure of Research .....</b>	<b>22</b>

### **Chapter One: Formulaic Expressions**

<b>Introduction .....</b>	<b>24</b>
<b>1.1. Definition .....</b>	<b>24</b>
<b>1.2. Functions of Formulaic Expressions .....</b>	<b>26</b>
<b>1.2.1. Facilitating Language Comprehension .....</b>	<b>26</b>
<b>1.2.2. Promoting Language Production .....</b>	<b>27</b>

## THE EFFECT OF FILMS ON FORMULAIC EXPRESSIONS

1.2.3. Socializing Language Learners in the Interaction.....	28
1.3. Types of Formulaic Expressions .....	30
1.3.1. Idioms .....	30
1.3.2. Phrasal Verbs .....	31
1.3.3. Collocations .....	31
1.3.4. Lexical Bundles .....	31
1.3.5. Lexical Phrases .....	32
1.3.6. Metaphors .....	32
1.3.7. Proverbs .....	32
1.4. Acquisition of Formulaic Expressions .....	32
1.4.1. Formulaic Expressions in First Language Acquisition .....	33
1.4.2. Formulaic Expressions in Second Language Acquisition .....	34
1.5. The Difficulties of Formulaic Expressions Faced by EFL Learners .....	36
1.5.1. First Language Interference .....	37
1.5.2. Insufficient Exposure .....	38
1.5.3. Cultural Barriers .....	38
Conclusion .....	39

## Chapter Two: Films in English as Foreign Language Classrooms

Introduction .....	40
2.1. Definition .....	40
2.1.1. The History of Film .....	40
2.2. Film Selection Criteria .....	42
2.3. Films in EFL Classrooms .....	43
2.4. Advantages and Limitations of Films .....	45

## THE EFFECT OF FILMS ON FORMULAIC EXPRESSIONS

Conclusion .....	46
 <b>Chapter Three: An Evaluation of Teachers' Beliefs on the Use of Films and the Effects of Films on Formulaic Expressions</b>	
Introduction .....	49
3.1. Means of Research .....	49
3.1.1. Teachers' Questionnaire .....	50
3.1.1.1. Description of the Questionnaire .....	50
3.1.1.2. Analysis of Teachers' Questionnaire .....	50
3.1.2. Experimental Design .....	63
3.1.2.1. The Pre-Test .....	63
3.1.2.1.1. Description of the Pre-Test .....	63
3.1.2.1.2. Analysis of the Pre-Test .....	63
3.1.2.2. Procedure of the Treatment .....	64
3.1.2.3. The Post-Test .....	66
3.1.2.3.1. Description of the Post-Test .....	66
3.1.2.3.2. Analysis of the Post-Test .....	66
3.1.2.4. Analysis of the Differences .....	67
3.2. Interpretation of the Results .....	70
3.3. Limitations .....	70
Conclusion.....	70
<b>General Conclusion .....</b>	<b>71</b>
<b>References.....</b>	<b>72</b>
<b>Appendices .....</b>	<b>85</b>

## THE EFFECT OF FILMS ON FORMULAIC EXPRESSIONS

• Appendix 01: Teacher Questionnaire .....	85
• Appendix 02: The Pre and Post-Test .....	89
• Appendix 03: Treatment .....	92
<b>Résumé .....</b>	<b>95</b>
<b>ملخص.....</b>	<b>96</b>

### **Dedication**

From beginning to the end, thesis writing was such a challenging process for me that it would have been impossible to accomplish this without the encouragement and support of several individuals.

I dedicate this dissertation to:

**My father and mother**, my shining diamonds, the pillars of strength and the apples of my eyes, to the ones who brought me to life and sacrificed for my happiness, to the persons who provide me with love and hope best parents a daughter would ever wish. My precious parents who motivated and raised me to do my best;

**My brothers and sisters**, for their everlasting love and warm encouragement throughout my research;

**My friends** who encourage and support me;

**All the people in my life** who touch my heart;

I dedicate this dissertation.

Keltoum MERZOUK

### **Dedication**

In the Name of Allah

The Most Beneficent, the Most Merciful

Every challenging work needs self-efforts as well as guidance of elders especially those who are very close to our heart.

I dedicate my humble efforts to:

The memory of **my grandfather**;

**My mother** a strong and gentle soul who taught me to trust Allah, believe in hard work and that so much could be done with little;

**My father** for earning an honest living for me and for supporting and encouraging me to believe in myself;

**My sisters; Rihab and Israa**; who help me find my smile and let me know that my efforts really are worthwhile;

**My brothers; Mohamed and Youcef**; for being by my side, today and always;

To all my family members my friends with whom I shared the university life with its lights and shadows.

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### **Abstract**

This research that is entitled ‘The Effect of the Exposure to an English speaking Film on the Acquisition of Formulaic Expression’ helps us to get a new method in teaching formulaic expression. The main problem that we found in teaching and learning formulaic expressions’ is that learners’ misuse of these expressions in context. This problem may be due to the old methods that are followed in teaching formulaic expressions. Those methods do not help learners to use formulaic expressions 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 formulaic expressions in real context. It is hypothesized that if teachers at the Department of English, in both Mohamed Sadik Ben Yahia and Glory School, exposed learners to English speaking films, their learners would acquire and use formulaic expressions in real contexts. In this research, we adopt two kinds of means of research, a teacher questionnaire and an experimental design. We administered teacher questionnaire to oral expressions teachers in both institutions to see their attitudes towards the use of films EFL classrooms and we adopt the experimental design (pre-test, treatment and post-test) in order to see the effectiveness of film in acquiring formulaic expressions. The results of the questionnaire and the experimental design demonstrate that film helps intermediate learners to acquire formulaic expressions and use them in appropriate context. The hypothesis has thus been confirmed.

### **List of Abbreviations and Symbols**

**L1:** First Language

**L2:** Second Language

**SL:** Second Language

**FL:** Foreign Language

**EFL:** English as a Foreign Language

**ESL:** English as a Second Language

**CDs:** Compact Disks

**3D:** Three-Dimensional

**%:** Percentage

**MI:** Mutual Information

**List of Figures**

**Figure1:** Terms Used to Describe Aspects of Formulaicity in the Literature .....**23**

**Figure 2:** The Role of Formulaic Expressions in Benefiting the Speaker .....**31**

### List of Tables

<b>Table 01:</b> Gender Distribution.....	<b>51</b>
<b>Table 02:</b> Teachers' Age .....	<b>51</b>
<b>Table 03:</b> The Degree Held by the Participants .....	<b>52</b>
<b>Table 04:</b> Experience years in Teaching English.....	<b>53</b>
<b>Table 05:</b> The Use of Film in Classrooms .....	<b>55</b>
<b>Table 06:</b> The Frequency of Film Utilization .....	<b>56</b>
<b>Table 07:</b> Film Genre According to Learners' Needs and Preferences .....	<b>57</b>
<b>Table 08:</b> Incorporating Film within the Curriculum .....	<b>58</b>
<b>Table 09:</b> Teachers' Personal Experience with the Use of Films .....	<b>59</b>
<b>Table 10:</b> The Advantages of the Use of Film .....	<b>61</b>
<b>Table 11:</b> Scores of Pre-Test.....	<b>63</b>
<b>Table 12:</b> Scores of Post-Test.....	<b>66</b>
<b>Table 13:</b> The Differences between Pre-Test and Post-Test .....	<b>67</b>

### List of Graphs

<b>Graph 01:</b> Gender Distribution.....	<b>51</b>
<b>Graph 02:</b> Teachers' Age .....	<b>52</b>
<b>Graph 03:</b> The Degree Held by the Participants .....	<b>53</b>
<b>Graph 04:</b> Experience years in Teaching English.....	<b>54</b>
<b>Graph 05:</b> The Use of Film in Classrooms .....	<b>55</b>
<b>Graph 06:</b> The Frequency of Film Utilization .....	<b>56</b>
<b>Graph 07:</b> Film Genre According to Learners' Needs and Preferences .....	<b>57</b>
<b>Graph 08:</b> Incorporating Film within the Curriculum .....	<b>59</b>
<b>Graph 09:</b> Teachers' Personal Experience with the Use of Films .....	<b>60</b>
<b>Graph 10:</b> The Advantages of the Use of Film .....	<b>61</b>
<b>Graph 11:</b> Scores of Pre-Test.....	<b>64</b>
<b>Graph 12:</b> Scores of Post-Test.....	<b>65</b>
<b>Graph 13:</b> The Differences between Pre-Test and Post-Test .....	<b>69</b>

## General Introduction

The development of digital video and the popularization of video streaming websites have made films easily accessible for purposes of language learning and especially the acquisition of formulaic expressions. The term formulaic expression defined differently by various researchers (e.g., Granger, 1998; Wood, 2002; Schmitt & Carter, 2004), the overall idea is that they are multi-word structures that are recalled as a single unit. Whereas, these multi-words unit function differently, one of their key roles is to facilitate communication (Weinert, 1995). The importance of formulaic expressions in communication is widely recognized given that it is both easier to process by native speakers (e.g., Myles et al., 1999; Boers et al., 2006; Wood, 2006) and its use makes non-native speakers seem more fluent and native like (Yorio, 1989; Ortactepe, 2013). If the learners are really aware and well known of this expressions this will help them to improve their speaking ability. Celce Murcia (2007) suggests that language learners must not only learn grammar and pronunciation but also formulaic expressions (p. 52).

Formulaic expressions are fundamental to fluent or native speakers of the English language. Because of its fundamentality, there have been an increasing number of researches investigating formulaic expressions among non-native speakers. Unfortunately, studies conducted in Algeria do not provide a consistent picture of the formulaic expressions use among non-native English speakers. 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 decisive to their failing in learning and/or using formulaic expressions. The exposure and the use of mass media in the classroom environment might be a way to introduce formulaic expressions among students. Examples for such might be English-speaking films.

## THE EFFECT OF FILMS ON FORMULAIC EXPRESSIONS

The necessity of formulaic expressions, and its big role in enhancing EFL learners' acquisition, has given motive to this study, which aims to investigate the effect of the exposure to an English speaking film on the acquisition of formulaic expressions.



## 1. Background to the Study

### 1.1. Formulaic Expressions

With the development of linguistic pragmatics and sociolinguistics it become quite obvious that it is not enough for a foreign language learner to know grammar and syntax rules of a given language to be able to communicate effectively. In order to understand the complex nature of a language it is also necessary to investigate the so-called phenomenon of idiomaticity or formulaicity, which can be attributed to any language. Phraseology, defined by Cowie (1994, as cited in Granger & Paquot, 2008) as the study of the structure, meaning and use of word combinations, has been under scrutiny for already more than fifty years. Formulaic expressions are commonly defined as multi-word units that are recalled as a single unit (Myles, Hooper & Mitchell, 1998; Nattinger & DeCarrico, 1992; Wray, 2002).

Linguists start to acknowledge that “a vast proportion of verbal behavior consists of recurrent patterns...including the full range of utterances that acquire conventional significance for an individual, group or whole culture” (Hymes, 1968, as cited in Pawley, 2007, p.7). Granger and Paquot (2008) identify two major approaches to studying phraseology: the Eastern European (Soviet Russian tradition) top-down approach and a more recent corpus-driven bottom-up approach, originally started by Sinclair (1987, as cited in Granger and Paquot, 2008). The Soviet tradition used to be one of the oldest and the most influential in the field of formulaic expressions study starting from the second half of the twentieth century. In this line of inquiry, formulaic expressions are studied and classified according to their syntactic and/or semantic characteristics. For example, Vinogradov (1947) and Amosova (1963, as cited in Pawley, 2007) distinguish three major categories of speech formulae: pure idioms (*beat around the bush*); figurative idioms (*steal someone's heart*); and restricted collocations (*pay a compliment, meet the demand*).

A British and North American tradition developed later, with interest in a wide range of word combinations, which do not all fit predefined linguistic categories. These include such sequences as frames, collocational frameworks, and recurrent phrases (Granger & Paquot, 2008). It then becomes popular to investigate the speech of high speed speech performance, such as that of livestock auctioneers, meteorological offices, various kinds of radio sports commentaries, and children's playground rhymes, as such speech types contain a lot of recurrent and idiomatic phrases (Pawley, 2007). That was the time when first phrasal and idiomatic dictionaries started to appear, such as Oxford Dictionary of Current Idiomatic English (ODCIE), the first dictionary produced by native speakers. However, as Pawley (2007) concludes, none of the phrasal dictionaries of English gave attention to the special features of situation-bound expressions.

## **1.2. Films in EFL Classrooms**

As technology becomes more accessible, it becomes easier for EFL teachers to incorporate films into their classrooms. "Using films in the classroom should serve as a "catalyst for subsequent language use" (Stoller, 1988, p.3).

In recent years, the use of films in English classes grows rapidly as a result of the increasing emphasis on communicative techniques. Being a rich and valuable resource, "film is well-liked by both students and teachers" (Hemei, 1997, p. 45). Students like them because film presentations are interesting, challenging, and stimulating to watch. It is obvious that non-native speakers of a language rely more heavily on visual clues to support their understanding and there is no doubt that film is an obvious medium for helping learners to interpret the visual clues effectively. According to a research, language teachers like film because it motivates learners, brings the real world into the classroom, contextualizes language naturally and enables learners to experience authentic language in a controlled environment.

## THE EFFECT OF FILMS ON FORMULAIC EXPRESSIONS

A review of the literature on the integration of films in the EFL/ESL classrooms provides that films are greatly effective in the language classroom for a number of ends. Films as a method of teaching have been found to be an effective motivator for studying language (Seferoğlu, 2008; Florence, 2009; & Ismaili, 2013). They are not only effective motivators, they have also been found to stimulate the imagination of the students (Kusumarasdyati, 2004). Keene (2006) considers films unbeatable in providing contextual information and developing interactional skills compared to audio cassettes and CDs. They provide a large amount of knowledge about language providing input in terms of literary, drama, cinema and language aspects thereby promoting critical thinking and other language skills of the students (Eken, 2003, as cited in Keene, 2006).

The research conducted by Pezdek, Lehrer, and Simon (1984) suggest that films help enhance memory and recovery of information in reading and listening. Film can also help in developing writing skills through providing interesting and motivating clues, assisting in comprehension and production of foreign language input and output (Hanley & Herron, 1995). Another study that supports the use of films in classrooms is that of Herron and Hanley (1992) which concludes that using films offers background information that activates prior knowledge, which is essential in stimulating the four language skills.

A review of several studies reveals that although films are a very powerful tool in second language acquisition, they can only achieve their full pedagogical potentials with the use of effective strategies and tasks. The activities used to exploit the film depend on what the instructor wishes to convey to his students. The same clip can convey different messages depending on the strategies and activities used.

### 1.3. Formulaic Expressions and Films

Research involving the effects of media in general and video films in particular on the acquisition and learning of formulaic expressions is limited. In Clifford et al.'s (1995) study, children's knowledge gain about a topic after watching a science film was examined. The participating primary school and middle school children had different knowledge levels before watching the science program, and both age groups benefit from watching it. This benefit is found in terms of open-ended questions. Interestingly, there are no differences in the amount of knowledge growth between the age groups, indicating that prior knowledge does not determine the amount of learning.

According to Massi and Merino (1996) good films can serve as valuable pedagogical aids, both for classroom use and self-study. Regarding the power of films as a medium, Massi and Merino (1996) believe that it can be exploited in a number of ways. One possible use of films in the language program is to promote new ideas and expand the learner's horizon. In a content-based syllabus, for instance, a particular film can be used to vividly illustrate situations which are unfamiliar or inaccessible and provide the learner with a stimulus which serves as a springboard for further discussion of an issue. Fisch et al.'s study (Fisch et al., 2001) relies on one of the few theoretical models about learning with educational television, although this model is primarily concerned with comprehension. It is postulated that the comprehension of an educational film depends on the comprehensibility of the educational content, but also on the narrative content in which the educational messages are embedded. (Fisch et al., 2001).

Quiang, Hai & Wolff (2007) try to explain the notion of using films, exposing the students to the language has been explored and has been recognized as being more beneficial for students' communicative skills, rather than grammar and such. Many the entertainment value of a film increase interest in the topic, which can boost people's motivation to learn (Silvia,

2008). Lin (2014) investigates whether or not the use of formulaic expressions on internet television reflected the usage of FSs in daily English conversations. After comparing the distribution of FSs on internet television with that of the British National Corpus, Lin confirmed that the FSs used on internet television have similar frequency of usage as those used in daily speech.

## 2. Statement of the Problem

There is no consensus on one precise definition of formulaic expressions. Wray (2000) (as cited in Schmitt & Carter, 2004) reports that over the years researchers used a variety of terms such as chunks, formulaic expressions, formulaic speech, collocations, ready-made utterances, multi-word units, lexical bundles, and so on to label formulaic expressions.

What is unique about formulaic expressions is that they usually consist of at least two morphemes and are commonly found in spoken and written registers. For example, Biber and Barbieri (2007) explore the extent to which lexical bundles exist in spoken and written university registers. The study finds that lexical bundles were prevalent in all university registers. In addition, they are especially found to be more common in spoken registers than academic or instructional registers.

Formulaic expressions have been the topic of many English as a Second Language (ESL) and English as a Foreign Language (EFL) studies in the last decades (Adolphs & Durow, 2004; Alali & Schmitt, 2012; AlHassan, 2016; Boers, Eyckmans, Kappel, Stengers, & Demecheler, 2006; Dörnyei, Durow, & Zahran, 2004; Nattinger & DeCarrico, 2000; Skehan, 1998; Wood, 2009, 2010). The related empirical and theoretical works analyze the use of formulaic expressions from sociofunctional and psycholinguistic perspectives. Considerably less attention is given to how formulaic expressions can be effectively taught and learned in ESL and EFL contexts. The current study is conducted to add to the existing research about the effect of English speaking films on the acquisition of formulaic expressions.

### **3. Aim of the Study**

The present study aims at investigating:

- Teachers' views about the utility of using films in EFL classrooms;
- whether or not showing video films or movie clips including formulaic expressions has any effects on the acquisition of formulaic expressions by intermediate learners.

### **4. Research Questions**

The present study attempts to answer to the following questions:

- 1- Does exposing intermediate EFL learners to video films have a significant effect on the learning of formulaic expressions?
- 2- Does exposing intermediate EFL learners to video films have a significant effect on the retention of formulaic expressions?

### **5. Hypothesis**

We hypothesize:

If oral expression teachers at the Department of English and at Glory School expose intermediate EFL learners to English speaking films which contain formulaic expressions, this 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 field work and data analysis. 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 chapter deals with the formulaic expressions: its definition, characteristics, functions, types as well as teaching and acquisition in addition to the difficulties. The second chapter deals with the use of films in EFL classrooms. It consists of definition, criteria of selection, films in EFL classrooms and advantages and limitations. While the third chapter is devoted to the field work and data analysis, it is devoted to the interpretation and discussion of the teachers' questionnaire as well as the experiment .



## **Chapter One: Formulaic Expressions**

### **Introduction**

Formulaic expressions are currently receiving a significant amount of attention in second language learning research. The use of formulaic expressions and the considerable advantages that productive and receptive control of formulae provides language users has prompted many researchers to stress the teaching formulaic expressions. This chapter deals with the definition of formulaic expressions, their functions and types along with the acquisition. Finally, this chapter covers the difficulties faced by EFL learners with regard to appropriately use and acquisition of formulaic expressions.

#### **1.1. Definition of Formulaic Expressions**

Formulaic expression is a term that comes into use in the last two decades. Its subject domain, multiword linguistic units, is the interest of many researchers who define it in different ways and under various terms in the literature. One of the basic terms used to define it is formula. Wood (2006) defines formula as “fixed strings or chunks of words that have a range of functions and uses in speech production and communication and seem to be cognitively stored and retrieved by speakers as if they were single words”(p. 14). The other common term used in its definition is formulaic language. Although it has been used by various researchers to define these multi-word structures, the frequently cited definition is that of Wray (2002):

A sequence, continuous or discontinuous, of words or other elements, which is, or appear to be, prefabricated: that is, stored and retrieved whole from memory at the time of use, rather than being subject to generation or analysis by the language grammar. (p.9)

Kecskes (2007) also uses the term formulaic expressions and defines them as “multiword collocations which are stored and retrieved holistically rather than being

## THE EFFECT OF FILMS ON FORMULAIC EXPRESSIONS

generated de novo with each use.” (p. 3) Apart from formula and formulaic language, the other commonly used terms are formulaic sequences (Schmitt & Carter, 2004; Wood, 2002), lexical bundles (Biber & Barbieri, 2007), recurrent word combinations (Ädel & Erman, 2012), prefab (Erman & Warren, 2000), prefabricated patterns (Granger, 1998), and lexical phrases (Nattinger&DeCarrico, 1992). In a definition provided by Wood (2002), formulaic expressions are described as “multi-word or multi-word strings produced and recalled as a chunk, like a single lexical item, rather than being generated from individual items and rules” (p. 3). Similarly, Stengers, Boers, Housen, and Eyckmans (2011) prefer to use the term of formulaic sequences and describe them as a cover term for a variety of related phenomena also referred to as lexical phrases or chunks, including collocations, idioms, binomials, standardized similes, proverbs and clichés, discourse organizers and social routine formulae. (p. 322)

Likewise, Nattinger and DeCarrico (1992) define lexical phrases as “multiword lexical phenomena that exist somewhere between the traditional poles of lexicon and syntax, conventionalized form/function composites that occur more frequently and have more idiomatically determined meaning than language that is put together each time” (p. 1) Last but not the least, Erman and Warren (2000) use the term prefab, defined as “a combination of at least two words favored by native speakers in preference to an alternative combination which could have been equivalent had there been no conventionalization” (pp. 31–32). As seen from the examples in the literature, there is no fixed definition of these word units, instead there is a wide range of terms used as illustrated in Figure 1 provided by Wray (2000):

Amalgams	Automatic Chunks	Clichés	Collocations	Complex lexemes	Composites
Conventionalized forms	Co-ordinate constructions	Fixed expressions	Formulaic language	Formulaic speech	Formulas/Formulae
Fossilized forms	Frozen metaphors	Frozen phrases	Gambit	Gestalt	Holistic
Holophrases	Idiomatic	Idioms	Irregular		

Lexical(ized) phrases	Lexical simplex	Lexicalized items/ sentence stems	Listemes
Lexicalized items/sentence stems	Listemes	Multiword items/ units	Multiword lexical phenomena
Non-compositional	Non-computational	Non-productive	Non-propositional
Petrification	Phrasemes	Praxons	Preassembled speech
Precoded conventionalized routines	Prefabricated routines and patterns	Ready-made expressions	Ready-made utterances
Recurring utterances	Rote	Routine formulae	Schemata
Semi-preconstructed phrases that constitute single choices	Sentence builders	Set phrases	Stable and familiar expressions with specialized substances
Stereotyped utterances	Stereotypes	Stock utterances	Synthetic
Unanalyzed chunks of speech	Unanalyzed multiword chunks	units	

**Figure 01:** Terms Used to Describe Aspects of Formulaicity in the Literature (Adopted from Wray, 2000, p. 465)

## 1.2. Functions of Formulaic Expressions

Although the views of from Bahns, Burmeister, and Vogel (1986), Nattinger and DeCarrico (1992), and Wray (2000), on formulaic expressions are so different, they provide us with an integrated understanding of the functions of formulaic sequences from broad to specific levels. In short, these functions are described by Wray (2000) and Nattinger and DeCarrico (1992) as facilitating language comprehension, promoting language production and socializing language learners in the interactions.

### 1.2.1. Facilitating Language Comprehension

Hymes (1968) observes that “a vast proportion of verbal behavior consists of recurrent patterns ... [including] the full range of utterances that acquire conventional significance for an individual group” (pp.126-127). Therefore, many of daily routines, such as greeting, leave-taking and expressing gratitude, make use of expressions with stable forms so that the

intended message can be expressed efficiently without drawing further attention to the words. For example, when an individual wants to leave a meeting for a few minutes, he or she says “Excuse me,” which acts as an apology that is easily understood by his or her colleagues with minimal interruption of the main event in the meeting.

Therefore, the correct use and understanding of formulaic expressions in the target language is very important for successful and smooth cross-cultural communication. On the one hand, the use of formulaic expressions in the target language can facilitate the communication between cross-cultural interlocutors by reducing the time a listener spends processing information. On the other hand, the appropriate use of formulaic expressions in the target language makes it easier for non-native speakers to be correctly understood by native speakers.

### **1.2.2. Promoting Language Production**

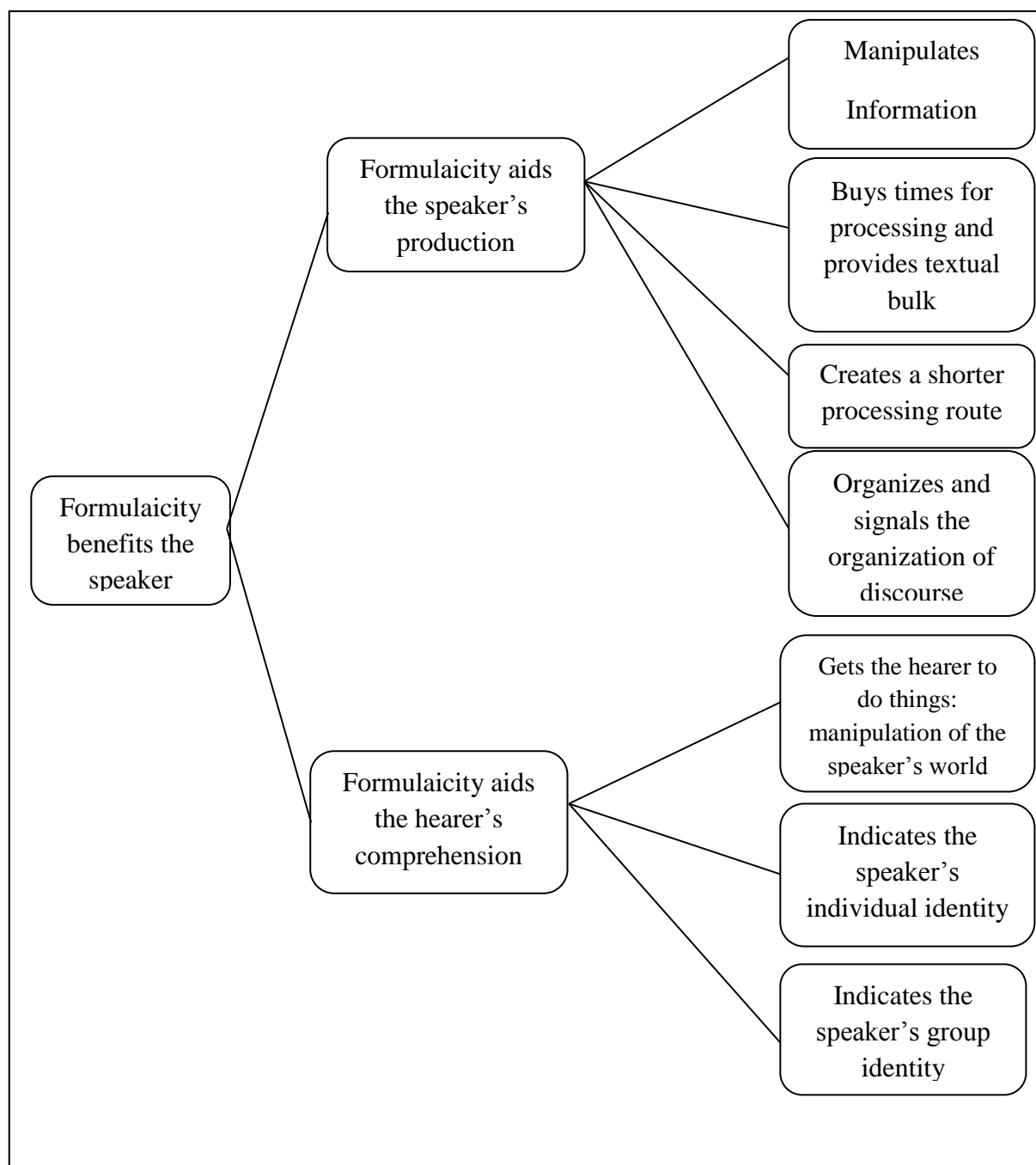
One way language users meet this demanding cognitive challenge is by using formulaic expressions. As pointed out by many researchers (Pawley & Syder, 1983; Wray, 2001; Nattinger & DeCarrico, 1992; Coulmas, 1981), a large number of formulaic expressions of language are stored in an individual's memory to be used as “ready-made” language. These formulaic expressions compensate for the limits of working memory and help speakers cope with the demands of real-time language processing while maintaining fluency. Formulaic expressions can apparently contribute to smooth communication. The knowledge of contextualized formulaic expressions will enable learners to know how to correctly and efficiently convey their intentions in a given situation and how other people will respond. As suggested by previous studies, instruction that targets formulaic expressions will improve learners' ability to conduct certain speech acts, such as requesting something or offering an apology. House (1996) finds that German EFL learners improve their initiation of requests through explicit instruction on a list of formulaic expressions. In 2001, Tateyama (2001)

investigates the effects of explicit instructions on three functions of ‘excuse me’ (attention-getting, expressing gratitude, and as an apology indicator) and discovers that students’ performance improved in both a multiple-choice test and role-plays even after a single instruction of only 25 minutes.

The evidence provided by House’s and Tateyama’s studies suggests the importance of formulaic expressions in second/foreign language production. Therefore, as Nattinger and DeCarrico (1992) point out, learners who do not have a stock of formulaic expressions to draw on are more likely to have difficulty in achieving fluent language use in either production or comprehension (p.159).

### **1.2.3 Socializing language learners in the interactions**

Common functions of formulaic language in social interaction can be considered as shown in Figure 2:



**Figure 02:** The role of formulaic expressions in benefiting the speaker (Adopted from

Wray, 2000, p. 478)

As can be seen in Figure2, formulaic expression benefits both speakers and hearers. Apart from these functions, there are more proposed functions of formulaic expressions. To start with, according to Wray (2000), the use of formulaic expressions not only reduces the processing load of the speaker but also the hearer. In a social context, formulaic expressions are used for various speech acts such as greetings, requesting, giving comments, apologizing (p.478). Schmitt and Carter (2004, as cited in Conklin & Schmitt, 2012 ) point out the functions of formulaic expressions as expressing a message or idea (The early bird gets the worm=do not procrastinate, realizing functions (I'm) just looking (thanks) =declining an offer of assistance from a shopkeeper expressing social solidarity (Yeah, it is=expressing agreement) transacting specific information in a precise and understandable way (Cleared for take-off =permission to enter a runway and commence take-off) signaling discourse organization (on the other hand= conversely) (p. 46). Furthermore, as Wray and Perkins (2000) indicate, formulaic expressions have communicative functions such as manipulation of others, asserting separate and group identity (p. 14). These functions have a great value in maintaining group dynamics in a society and are effective in determining how a speaker wants to be viewed or regarded by others in a social context. The word choice of the speaker is determined by the characteristics of the context; and according to the context, the qualities of speech such as politeness or being assertive are chosen.

### **1.3. Type of Formulaic Expressions**

#### **1.3.1. Idioms**

*e.g. I slept like a log!*

The term 'idiom' is generally used in a variety of different senses. An idiom is a group of words which, as a whole, has a different meaning from that of the individual items out of which it is composed. That is, the meaning of an idiomatic expression is not the sum total of

its constituent parts taken together. An idiom is learnt and used as a single unit of language. It should not be analyzed into its constituent elements. Idioms are sometimes referred as “fixed expressions” because in many cases users should not make linguistic changes such as adding or dropping words, replacing a word with another, or changing the order of words (Cowie and Makin, 1975).

### **1.3.2. Collocations**

*e.g. catch a cold.*

Collocations are words that frequently co-exist with each other, such as binomials like ‘fish and chips’. Corpus linguistic methodology has helped to identify collocations, but their exact definition is still hard to pinpoint and define because of the sheer numbers of words that do regularly collocate. Even if a collocation has a low frequency of only two instances, it could be argued, either through statistical measures such as MI or through native-speaker intuition that the words collocate.

### **3.3. Phrasal Verbs:**

*e.g. look for your keys.*

Phrasal verbs are very common in the English language and are a very difficult part of the language for learners to master. Phrasal verbs often have more than one meaning, they are grammatically complex, and they usually have collocational associations with other words (Kurtyka, 2001, p.29).

### **1.3.4. Lexical Bundles**

*e.g. in order to...*

Lexical bundles are described as units of function, rather than meaning, ‘which serve to characterize particular types of discourse’. They are phrases of three or more words identified through a corpus and are often described in research focusing on academic formulaic language (Wood, 2015, p.45).



### 1.3.5. Lexical Phrases

*e.g. a \_\_\_\_\_ ago (a year ago).*

Lexical phrases were described by Nattinger and DeCarrico (1992) and as such, the definition seems a little outdated now. However, lexical phrases are still mentioned sometimes in literature. They are described as ‘chunks of language of varying length’ (Nattinger and DeCarrico, 1992, p.1) being more non-compositional than novel expressions. They can contain slots for novel words to fill.

### 1.3.6. Metaphors

*e.g. he's a monster when he's hungry.*

Metaphors are phrases which link domains, having a different contextual meaning, which can be understood through comparison to the basic meaning. They differ from idioms in that they are not fixed lexical phrases, but as with idioms, learners of English often find metaphors difficult to comprehend and master (Littlemore et al., 2011).

### 1.3.7. Proverbs

*e.g. don't put the cart before the horse.*

Proverbs, similarly to idioms and metaphors, are often semantically opaque. Unlike idioms, which fulfill constituent roles in sentences, they act as independent statements, containing advice, instructions or warnings (Wood, 2015, p.47).

The above list is not exhaustive. Other examples of multiword units that could be described as formulaic sequences are rhymes, songs, catchphrases and movie or political quotes.

## 1.4. Formulaic Expressions and the Acquisition

Considering the potential advantages of using formulaic expressions, understanding how formulaic expressions are acquired by a learner is of considerable importance to linguistic research. The largest amount of research into formulaic expressions has been in “post childhood L2 and foreign language learning” (Wray, 2012). However, despite the

growing interest in formulaic expressions, “there has been little research into its acquisition” (Wood, 2015, p. 67).

#### **1.4.1. Formulaic Expressions in First Language Acquisition**

A traditional view of child L1 acquisition is that children begin learning to speak by imitating the words that they hear adults use. According to Foster-Cohen (1999), these imitations are very accurate but surprisingly become worse as the children go through the process of recognizing in line with the adult system (p.35-36). This imitation, of course, is not based on any knowledge of lexis or syntax and when a child says, for example, ‘/wandat/ (want that)’ while pointing on a toy, s/he is simply imitating what they have heard. Whether this ‘sound’ is one or two words is surely not relevant to the child. By viewing child L1 acquisition from the point of view of formulaicity, there can be awareness that “even though the adult may hear the child utter several words, it may only be one unit for the child” (Peters, 1983, p. 5). The child may later come to learn the meaning of the words when used independently, but learning the phrase initially can help the child quickly get what s/he wants. Wray (2002) suggests that as a child first hears and acquires language, the issue of analyzing irregular strings may not even apply, but how does a child decide on what to analyze and what to keep at the holistic level? Wray (2002) suggests that a “need-only analysis”, which assumes that as little language should be broken as possible with strings only being analyzed when and if necessary, is mechanism. Rather than segmenting every sequence into the grammar system, children will operate with the largest possible unit, and only segment sequences when it is useful for social communication. Thus the segmentation process is driven by pragmatic concerns (communication), rather than an instinctive urge to segment in order to push grammatical and lexical acquisition. The default would be to not analyze, and to retain holistic forms. Thus children maintain many formulaic expressions into adulthood, even though the components of those sequences are likely to be stored individually as well

(perhaps being acquired from the segmentation analyses of other formulaic expressions). Of course, relying on holistic versus analytical approaches to language acquisition and use is not an either/or proposition, and children will use both approaches in varying degrees. However, Wray and Perkins (2000) and Wray (2002) suggest that the relative ratios between the approaches may change according to age. During phase 1 (birth to around 20 months), the child will mainly use memorized vocabulary for communication, largely learned through imitation. Some of this vocabulary will be single words, and some will consist of sequences. At the start of phase 2 (until about age 8), the child's grammatical awareness begins, and the proportion of analytic language compared to holistic language increases, although with overall language developing quickly in this phase, the amount of holistically processed language is still increasing in real terms. During phase 3 (until about age 18), the analytic grammar is fully in place, but formulaic expressions again becomes more prominent. "During this phase, language production increasingly becomes a top-down process of formula blending as opposed to a bottom-up process of combining single lexical items in accordance with the specification of the grammar" (Wray & Perkins, 2000, p. 21). By phase 4 (age 18 and above), the balance of holistic to analytic language has developed into adult patterns.

#### **1.4.2. Formulaic Expressions and Second Language Acquisition**

Wong Fillmore (1973) studies Spanish-speaking children learning English and finds that the acquisition of formulaic expressions is at the center of language acquisition. Hakuta (1976) emphasizes the importance of formulaic expressions in a study of L2 acquisition especially in early stages of acquiring a language. These early studies identify the importance of language patterning influence the way in which linguists view the acquisition and processing of language and much formulaic expressions research (Willis, 1990; Lewis, 1993; O'Keeffe, McCarthy & Carter, 2007). Studies show the importance of formulaic expressions use for a natural and fluent proficiency of English, but evaluating which formulaic chunks

should be presented in EFL classes has been a great challenge. A limited number of studies (Shin & Nation, 2008; Simpson-Vlach & Ellis, 2010; Martinez & Schmitt, 2012) attempt to compile lists of useful formulaic expressions but no study has yet focused specifically on how formulaic expressions could benefit EFL learners. It is argued that formulaic patterns of vocabulary should be given as much focus as any other forms of vocabulary in the language classroom (Hatami, 2015, p.125), although identification of which formulaic expressions to be taught remains problematic.

Schmidt's (1983) study of Wes is a good example of the phenomenon in L2 adults; Wes's speech is filled with formulaic expressions as a means of fulfilling his desire to be communicative, but not necessarily accurate. Additionally, Adolphs and Durow (2004) find that the amount of social integration into the L2 community (with presumably a commensurate need to be communicative in the L2) is linked to the amount of formulaic expressions produced in the speech of L2 postgraduate students. Wray (2012) believes that native speakers are aware of the value of formulaic expressions and therefore raises the question why adult learners do not immediately turn to multiword phrases when learning an L2. Wray believes, may be in the educational culture that compels the learner to seek control over the language. Mature learners, through experience, have a greater understanding of how language works and not content with learning a chunk will actively attempt to break the sequence down. Child learners of L2 should not be bound by such cultural restrictions, and therefore formulaic expressions teaching and learning may have more success with a younger age group. (pp. 235-236)

Unfortunately, the formulaic expressions of L2 learners tend to lag behind other linguistic aspects (Irujo, 1993), but this is not so much a case of the amount of formulaic expressions use, but rather a lack of native-like diversity. This is probably largely due to a lack of sufficient input. Irujo (1986) suggests that one specific class of formulaic expressions

(idioms) is often left out of speech addressed to L2 learners, leading to a lack of idioms in learner output. More recently, Durrant and Schmitt (2009) show that a more general type of formulaic expressions (collocations) seems to be tuned to frequency, with L2 learners producing frequent, but not infrequent, collocation pairs. Furthermore, Siyanova and Schmitt (2008) show that spending a year in an English speaking country (with presumably a great increase in the amount of L2 input) leads to better intuitions of collocation. However, it may not be just the amount of input that is crucial, but also the quality. Siyanova and Schmitt (2007) find that the amount of exposure to native-speaking environments did not have an effect on the likelihood of using the multiword verbs. This, however, might be explained by Adolphs and Durow's (2004) findings that sociocultural integration is the key to their case-study learner's acquisition. This suggests that it may not be exposure per se that is important, but the kind of personalized and engaging exposure that presumably occurs in a socially integrated environment.

### **1.5. The Difficulties of Acquiring Formulaic Expressions Faced by EFL Learners**

For many foreign/second language learners, their mastery of formulaic expressions often lags behind their grammar and vocabulary knowledge. Even advanced learners who have studied the language for a long time sometimes fail to use native like formulaic expressions despite their good command of the language. House (1996) suggests that learners may be uncomfortable with the use of some common expressions. Kecskes (2000) reports that advanced students of English, especially advanced Asian students whose native culture is different from western culture, often produce grammatically correct but non-native-like expressions. Researchers also observe that learners may not link expressions to their communicative function or context in the target language (Bardovi-Harlig, 2009; Kecskes, 2000) or still have not mastered the linguistic form of the expression (Bardovi-Harlig 2009;

Eisenstein & Bodman, 1986; Yorio, 1989). The difficulties of learning formulaic expressions encountered by learners are: L1 interference, insufficient exposure and cultural barrier.

### **1.5.1. First Language Interference**

Unlike a child language acquisition, adult learners have already acquired a mature language system when they begin to learn a second language. Their knowledge of the second language is built on prior language knowledge of how to conduct communication. As a result, learners tend to transfer structures and/or lexical items from their native language, thereby inhibiting the correct production of formulaic expressions in the second language. Sharifian (2008) demonstrates that intermediate-level Persian learners of English in Tehran often use translations of a Persian formula for responding to compliments in English. Similarly, Yu (2011) compares the ways in which Chinese learners of American English and native English speakers offer “compliments.” Her results demonstrate that although there were some similarities between the learners and the target language speakers, the performance of the Chinese speakers learning English could often be seen to reflect native language communicative styles in terms of the use of strategies, syntactic formulaic patterns, supportive moves and/or small talk.

As Wray (2008) points out, children learn what to say in their social interactions with others so that learning about the specific scripts of that social interaction is a part of learning (p.223). In contrast, as mature users of their native language, adults usually start from an awareness of what they might need to say in L1 and try to translate it into L2. As a result, they tend to generate word strings that reflect their own according to their L1 experiences. Their linguistic production may differ greatly from word strings conventionally used in the L2 community and thus may result in language use marked as inappropriate or wrong.

### **1.5.2. Insufficient Exposure**

The second explanation for learners' difficulties in the learning of formulaic expressions is the insufficient exposure to input. Kanagy (1999) claims that the more learners are exposed to the specific usage contexts in the target language, the more likely they are to learn formulaic expressions, which is also a process of being socialized into the target language social interaction. In some cases, learners may not actually know the meaning of the individual words of formulaic expressions but learn their structure and function in the specific context. Since exposure plays an important role in learning formulaic expressions, some researchers find that learners who spend time abroad are more likely to use native-like formulaic expressions, as compared either to their performance before they go abroad or with other foreign language learners who have not had the experience. House (1996) reports that German EFL learners who spend time in an English-speaking country outperform their peers in the use of formulaic expressions. Roever (2005, 2012) finds that even short-term exposure of 2 to 3 months leads English learners in the target language environment to score significantly higher in a multiple-choice test of formulaic expressions than learners without such exposure.

The insufficient exposure explanation suggests the necessity of repeated encounters for the acquisition of formulaic expressions and emphasizes the importance of exposure to contexts in which the formulaic expressions are used.

### **1.5.3. The Cultural Barrier:**

However, the insufficient-exposure alone cannot explain the fact that L2 learners have difficulties with the use of formulaic expressions even when they are exposed to them for a long time. Cultural barriers are often reflected in the experience of students who study abroad. One example is a senior project created by an American student (D'Amico, 2007) in which she describes her experience at Zhejiang University, a University located on the eastern coast

of China. In this project, she recalls her difficulty with the use of “excuse me”. She complains that she often received a roundabout, convoluted explanation in class when it comes to the subtle differences between these formulaic expressions. Clearly, her class experience failed to prepare her to understand the cultural connotations embedded in these routine phrases. Due to a lack of experience of encountering the usage of this expression in situations resembling the target culture, it is extremely difficult for her to figure out the real intentions conveyed by these phrases. In addition, D’Amico’s experience indicates that cultural barriers can also result from a lack of knowledge of the non-verbal behaviors associated with a particular social interaction. She reports that her awareness of the non-verbal behavior associated with greetings changed after she engaged in social interactions in China.

Most foreign language speakers receive formal language training in the classroom, where formulaic expressions are taught through mechanical drills. In some cases, in order to make it easier for students to familiarize themselves with a form, a formulaic expression is presented in the context of the students’ base culture rather than the context of the target culture. Consequently, students are not prepared for the aforementioned cultural barriers and usually get lost when they finally engage in real social activities in the target culture despite being equipped with the linguistic forms of the formulaic expressions.

**Conclusion:**

Formulaic expressions are a crucial part of the language. This holds true almost regardless of the perspective. These expressions have an important part to play in language processing, language learning and even in the cultural side of learning.



## **Chapter Two: The Use of Films in English as a Foreign Language Classrooms**

### **Introduction:**

Films are always seen as an entertainment and their power has strong impact on people's lives. Today, films are no longer thought of as simple entertainment media but rather educational tools as well. Films also offer a visual context aid which helps students understanding and in order to improve their learning skills. Nowadays teaching English becomes more challenging than ever. In order to help the learners' mastery of language skills, language teachers have to provide quality teaching materials that will be engaging, interesting, up-to-date while simultaneously being a tool that will ensure that the students learn. This chapter explores the effect of using films in EFL classrooms. First, it provides the definition and the history of films. Then, it suggests the criteria for film selection. Furthermore, films in EFL classrooms. Finally, it demonstrates the advantages and limitations of using films.

### **2.1. Definition of Films**

"Film is a kind of visual images that provide visual of expressions and present an impact of reality" (Dadabboy, 2012, p.44). In other words, film is a kind of series images that can create a sound and moving images like a real action that happens in reality.

#### **2.1.2. The History of Films**

During the 80's, the focus shifted more onto the interaction between film and the spectators and a focus on film as a cultural issue, which meant that film studies connected to new fields, such as culture and natural science. This opened up for issues regarding how the brain works, why we react the way we do, emotionally and psychologically, and learning about different cultures (Murphy et. al, 2007). After the 80's, film theory develop, connecting

to different varieties of studies, not only for spectator at cinemas or at home but also giving film theory a scientific essence, such as connecting film with cognitive psychology. The shift in the 80's puts forward questions on culture and natural sciences, such as educating about cultures, science, a way of satisfying the need to entertain, and pushing the industry further into genres as horror and thriller (Murphy et al., 2007).

Film itself can be classified by setting, theme, topic, mood, format, target audience or budget. These elements in the film describe the film's structure, in the way of telling the audience what happens, what they feel, what they see and how it is done. Many factors that come to mind when discussing motion-picture experience. For one, the illusions behind the movement that holds the attention, and the accuracy of motion-picture image is somewhat compelling because it is made by a nonhuman, that is, often done by different techniques such as deep focus technique, computer-generated imagery and optical effects and computer technology that are used to create different worlds such as stop motion, blue-screen effects and 3D computer graphics (Murphy et. al, 2007). In addition, the motion picture gives what is called a strong sense of being present: the film image always appears to be in the present tense. Moreover, films give viewers diversity of languages, cultures and at the same time education about these different perspectives of theme, topic, setting, narrative and how film works.

But not to be forgotten are the conditions under which the motion picture ideally is seen, where everything helps to 'rule' the attention of the spectators. Film theory and motion pictures focus on and go into detail in their ways, taking the spectators from everyday environments, partially isolated from others and comfortably seated in a dark auditorium or a dark room (Film theory, 1998). For a while, the spectators live in the world the film unfolds in front of them. The reproduction of details then becomes less important than the appeal made by the film's story to an emotional response.

## 2.2. Films Selection Criteria

Choosing films for classroom use involves several issues. Berk (2009) emphasizes the following three issues to be taken into account by foreign language teachers who show film clips in their classrooms: criteria for selection, types of films and sources for selecting films (p.6).

As for selection criteria, teachers should obviously consider films that are suitable for their pupils. Gareis (1997) suggests that teachers should avoid controversial topics and choose safe materials. However, she also notes that using only safe materials has its own drawbacks, such as the lack of students' interest, especially if they are adolescent and adult learners (p.20). The selection process is hence complicated. On the other hand, there are certain issues to be taken into account by any teacher choosing what film to show. Thus, irrespective of the age of pupils, teachers should avoid films with too much violence, obscene language and constant cursing, nudity, sexuality and explicit sex, and offensive humor. That is why Gareis (1997) emphasizes that teachers should always preview films before showing them in class. She also states that teachers should consider the cultural and religious background of the pupils. If teachers find it difficult to ensure the suitability of certain films, they can ask their pupils to decide if the films are appropriate to be shown in class by informing them about potentially objectionable content. (p.20)

Regarding the types of films, Berk (2009) names a range of them that can be shown in the language classroom: drama, action, romantic, comedy, romantic comedy, documentary, TV programmes, commercials, music films, and even films made by learners themselves. Berk (2009) stresses that all the above films have different emotional effects and, therefore, the choice of the film type largely depends on what effect teachers want to produce in a given learning situation. Otherwise, if applied inappropriately, a film clip can distract and decrease learning. (p.7)

Finally, when advising on teaching with film in classroom, Berk (2009) points out the five most appropriate sources from which a foreign language teacher can select films for class: (1) TV programmes; (2) feature films (3) YouTube films (4) music films targeted for the college audience; (5) informal and formal pupil surveys. (p.8)

It is also important to take into account the characteristics of the film itself: clear picture and sound as well as the balance between dialogues and visual support. The question of accent is also important. It can be reasonable to use films with standard accent most of the time, especially for beginning learners, but teachers may also find it useful to use films with some other accents and dialects in order to familiarize pupils with them.

Teachers should also select films that are relevant to the current educational objectives and their pupils' needs and interests. Selecting the right film is crucial because it has a profound effect on pupils' participation as well as inspiration, concentration and motivation. Thus, teachers should make careful selections before using film in the classroom (Stephens et al., 2012, p. 16).

### **2.3. Films in EFL Classrooms**

Films can be an authentic source of language modeling. Stewart (2006) emphasizes that the language of films "approximates language use in real life" (p. 2) enabling instructors to exploit the learner's affective apparatus through visuals. Stempleski and Tomalin (1990) go so far as to say that experiencing a video sequence in the classroom is the next best thing to experiencing the sequence in real-life. Compared to the language models students receive in textbooks and literature, the language of film is a living artifact, presented both verbally and non-verbally and able to convert meaning through word-choice, stress, and intonation. The target language is realistically employed, including specific nonverbal cues, as well as a range of interferences, such as unclear speech, overlapping speech, and external sounds (Knee, 2001). Films combine three communication modes: the vocal, the visual, and the verbal, all

## THE EFFECT OF FILMS ON FORMULAIC EXPRESSIONS

while offering a wide variety of settings, communicative situations, and subject matter (Wood, 1999). Tschirner (2001) argues that films' great advantage is that it situates language "at all levels from phonology to syntax and from discourse to pragmatic and sociocultural structures" (p. 318). He echoes the sentiment of Stempleski and Tomalin, arguing that films are the most similar way to approximate the conditions of living in the target culture. South et al. (2008) describe narrative video as providing a framework that can organize language in a natural and meaningful way. This description is supported by the students in their study who were asked to compare non-narrative and narrative video-based language models. Students find it easier to interpret and understand language in a dramatic narrative, despite characters whose speech is articulated less clearly than in the non-narrative, decontextualized video. These multiple layers of language modeling help make film a viable alternative to living in an English speaking environment.

Finally, film can have a motivating effect on students who would otherwise be bored or disengaged by more traditional pedagogies (Mallinger & Rossy, 2003). The motivating potential of film is a key argument for many researchers (Stempleski & Tomalin, 1990; Knee 2001; Lin, 2002). Shea (1995) states that the films are "an intrinsic motivator" (p.10) capturing the attention of students and drawing them into the world of English, "thus transforming it from an alien, dusty academic subject into a matter of personal significance worthy of attention, engagement, and sometimes even excitement". Eken (2003) describes films workshop at Bilking University School of Applied Language. Participants watch the film *You've Got Mail* and are interviewed after the workshop to evaluate effectiveness. Students report that the workshop arouse their interest in examining aspects of films and also provide a motivating context in which to practice their language skills. Likewise, Yu (2009) conducts a case study at a Hong Kong secondary school. Her findings support the view that students are more engaged than they are with traditional learning materials, and interview data

suggests that learners of all ability-levels were motivated by the use of film, becoming more engaged in the themes and topics studied. Knee (2001) notes that “feature films are texts in which students from most cultures have an almost unparalleled interest” (p. 144). Most students are already quite literate in film competencies, such as the conventions of genre and narrative, making it an ideal entry point for sustained content study. Films are a part of the popular culture, so students often already have a pre-developed desire to watch films in the classroom without coercion (Cheung, 1998). Films contextualize language by linking form (e.g., the arrangement of language) with meaning (e.g., the message being conveyed). In the process, it also absorbs students with a narrative, combining sound, vision and language to engage the senses and cognitive faculties simultaneously (Stempleski & Tomalin, 1990). Few other mediums can compare to the multimodal stimulus films provide.

#### **2.4. Advantages and Limitations of Films**

Using films in EFL teaching may seem to be irrelevant, and some teachers may think that using films is too time-consuming. Moreover, films are quite often used as a light stimulation in the beginning of a lesson or in the end of it. In addition, teachers do not necessarily consider the film as a proper teaching resource, since it may be seen only as entertaining and not as educational. However, Stoller (1988) mentions that some teachers comment at first on technical difficulties associated with using films and film equipment, but on the other hand agree that films enhance the study of English language skill development. Using films has brought authenticity, variety, reality and flexibility into EFL classrooms.

According to Champoux (1999) films are nowadays easily accessible and easy to get also for classroom use. In addition, the production quality of the films is high, they are an economical option and they offer both cognitive and affective experiences. Thus, the use of films as teaching material increases rapidly since the 1970s. Stoller (1988) points out that films extend the range of classroom teaching techniques and resources and not only enhance,

## THE EFFECT OF FILMS ON FORMULAIC EXPRESSIONS

but also diversify the curriculum (p. 1). Champoux (1999) emphasizes that film scenes can make it easier to teach abstract themes and concepts because of their visuality. Also inexperienced students can benefit from films because of their greater feeling of reality. Allan (1985) also highlights that combining both audio and visuality makes film a comprehensive tool for language teaching. The visuality also supports the students: it helps learners by supporting the verbal message and provides a focus of attention while they listen. Moreover, the techniques used in film making let the director create an experience that often goes beyond what one can experience in real life. In addition, viewers are not just passive observers but their responses also add to the power of the film. According to Stoller (1988) films are flexible tools for second language learning and instruction since they add an extra dimension to course design and assure a rich variety of language and cultural experiences. Additionally, films expose the students to authentic target language, speech forms that are not normally encountered in the more restricted classroom environment. The more realistic language often also motivates the students to participate actively in film-related activities. Katchen (2003) also emphasizes the authenticity of the language in films. Since the films are often made to sound natural to native speakers of the language, they thus represent authentic language. Films can even to some extent substitute for the input that EFL students cannot receive from outside the classroom. In addition, real spoken language includes several characteristics that a textbook cannot present. These characteristics are for instance false starts, incomplete sentences and hesitations. There are also several regional, gender and ethnic variations and also differences in the level of formality. With the help of films teachers can present these characteristics to students better than with only a textbook. By watching films the students can also explore the issues of appropriateness and pragmatics while observing also linguistic, paralinguistic and nonverbal behavior. According to Allan (1985) films actually get students to talk and they can be a stimulus to genuine communication in the

classroom by bringing out different opinions within the group. Sufen (2006) emphasizes that films are considered an insightful means of teaching, since they reflect people's way of life in terms of variety, contemporaneity and authenticity. The realistic verbal communication also helps the students to pick up the language more spontaneously. Stoller (1988) points out that the use of films in a content-based curriculum gives the students an opportunity to explore several aspects of a given thematic unit. While watching a film, they can develop their possibly weak background knowledge. At the same time they also exposure to the language. Together such content exploration and language exposure promote more sophisticated language use. Both content and language are mutually reinforcing and the content provided is not just something with which to practice language, but language becomes the tool with which to explore the content.

In spite of its numerous advantages, there are certain limitations which should be considered when using films in the classroom. In what follows, the main limitations of films will be presented. First, there are a few systematic studies and research in relation to the beneficial aspects of the films, which means it cannot be affirmed there is a fully reliable proof of the effectiveness of this aid. Some teachers had negative experiences with the use of video in the classroom; therefore it has been created a myth around this topic, considering that using video in educational settings is a waste of time (Flórez, 2004). This prejudice is due to the passive way teachers used the tool in the past, without exploiting it appropriately in the classroom. Additionally, the use of films may involve limitations in terms of copy rights to use the original videos in the classroom.

Nevertheless, for pedagogic purposes the regulations are less harsh, as it is stated in the report of the European Parliament (2001), which states that using fragments of films in the classroom does not need approval of copy rights from author's side. Among other drawbacks, the authentic films contain at times unnecessary language or complex linguistic elements that



can put in danger the development of the task. Notwithstanding, students are usually capable of filtering less accessible communicative encounters that are present in these types of authentic texts. Moreover, students should be made aware that “it is reasonable not to understand every single word they hear, as they are going through a learning process” (Talaván, 2013, pp. 53–54). The issue of films difficulty is raised by King (2002), who attests that if a film is too challenging to understand, it can lead to frustration among learners or they may end up confused, depressed and convinced they will not get to understand 'real' English. Thus, from a motivating and stimulating tool it can easily convert into a frustrating experience for learners (p.514). In this sense, it is of paramount importance to consider the content and the comfort level of students when choosing films material for classroom use. Similarly, culture and age appropriateness are factors that should be considered, as well as suitability for both genders, in order to keep both males and females equally interested in the plot of the video (pp. 514-515).

### **Conclusion**

Using films in the classroom can provide opportunities for learners to evaluate the very medium that they use in their daily life. Films comprises authentic daily conversations also present parts of real life, and as such, they add fun and involvement to the language classroom. This chapter shows that films are valuable and effective resources in the teaching-learning process. In addition, films act as authentic tools which are highly useful in imparting knowledge. This chapter has shown how teachers might use films to raise the learners' interest of learning the foreign language in a real and authentic environment.

### **Chapter Three: An Evaluation of Teachers' Beliefs on the Use of Films and the Effects of Films on Formulaic Expressions**

#### **Introduction**

This chapter constitutes the practical part of the current research. It attempts to find out whether the exposure to English speaking films actually increases learners' acquisition of formulaic expressions 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; ten (10) at the Department of English, Mohammed Seddik Ben Yahia and five (05) at Glory School; while the experiment was done on twenty (20) learners at Glory School. 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.

#### **3.1. 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 the role of an English film in the acquisition of formulaic expressions in Glory School. The teacher questionnaire will be addressed to fifteen (15) teachers: ten (10) teachers of oral expression at Mohammed Sddik Ben Yahia University and five (05) teachers in Glory School. On the other hand, the experimental design was adopted to twenty (20) learners at the same school.

#### **Sample:**

From the population of about a hundred (100) learners, twenty (20) 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

(20) learners, thirteen (13) of them were girls. Also, fifteen (15) teachers were involved: ten (10) from Mohamed Seddik Ben Yahia University and five (05) from Glory School.

### **3.1.1. Teacher's Questionnaire**

#### **3.1.1.1. Description of the questionnaire**

The present questionnaire was distributed to (15) teachers of oral expression at the University of Mohammed Seddik Ben Yahia at random. The questions are of the kind of "yes" or "no" questions and open 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.

#### **3.1.1.2. Analysis of Teacher's Questionnaire**

##### **Section one: General information**

**Q 01: Gender:**

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

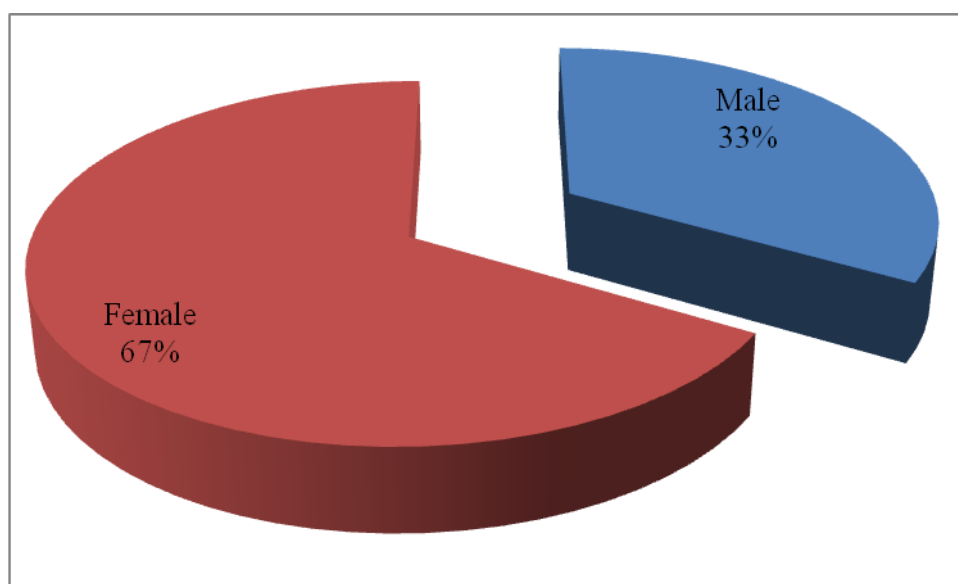
**Table 01:** Gender Distribution**Graph01:** Gender Distribution

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°)	Percentage (%)
25-35	7	47%

## THE EFFECT OF FILMS ON FORMULAIC EXPRESSIONS

<b>35-45</b>	6	40%
<b>45-55</b>	2	13%
<b>55+</b>	0	0
<b>Total</b>	15	100%

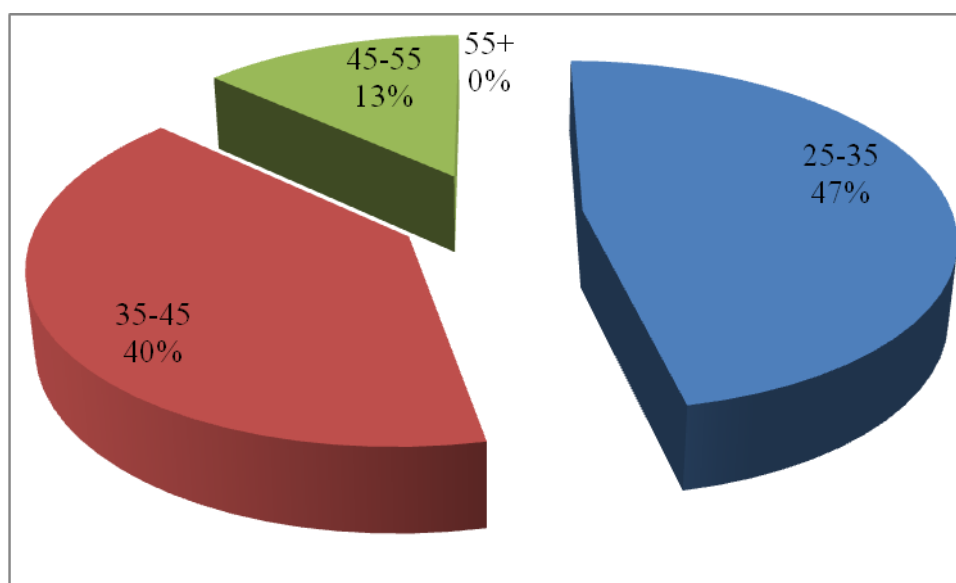
**Table 02:** Teachers' Age**Graph 02:** Teachers' Age

Table 05 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?**

<b>Degree</b>	<b>Participants (n°)</b>	<b>Percentage (%)</b>
<b>BA (License)</b>	3	20%
<b>MA (Master,</b>	10	67%

<b>Magister)</b>		
<b>PhD (Doctorate)</b>	2	13%
<b>Total</b>	15	100%

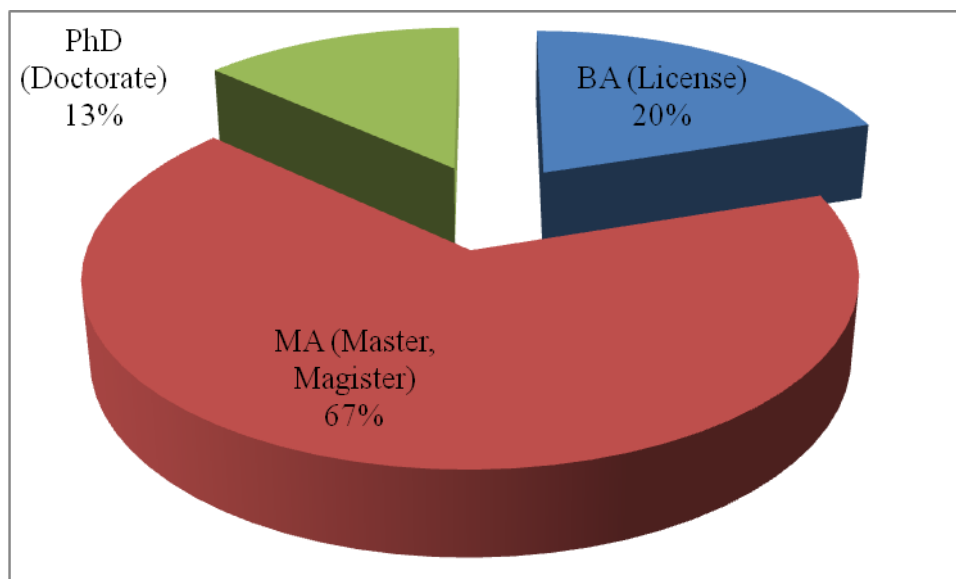
**Table 03:** The Degree Held by the Participants**Graph 03:** The Degree Held by the Participants

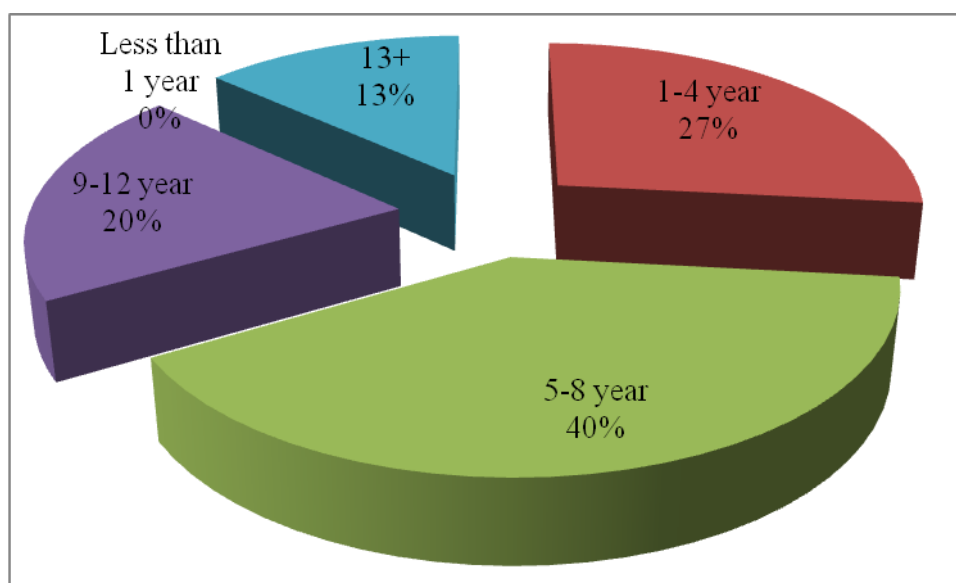
Table 03 shows that the majority of the teachers of this population have an MA (Master/Magister) degree due to the general requirement to hold a Magister degree in order to teach in the university, while 20% of the participants have BA (License) degree, and 13% PhD (Doctorate) degree.

#### Q 04: How long have you been teaching English?

<b>Years</b>	<b>Participants</b>	<b>Percentage</b>
	<b>(n°)</b>	<b>(%)</b>
<b>Less than 1</b>	0	0
<b>year</b>		
<b>1-4 year</b>	4	27%

## THE EFFECT OF FILMS ON FORMULAIC EXPRESSIONS

<b>5-8 year</b>	6	40%
<b>9-12 year</b>	3	20%
<b>13+</b>	2	13%
<b>Total</b>	15	100%

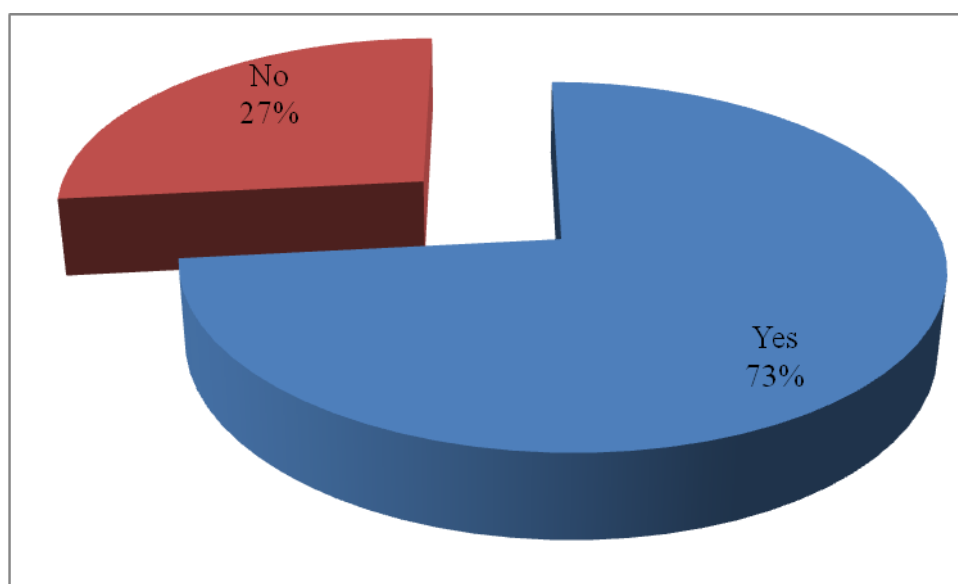
**Table 04:** Experience Years in Teaching English**Graph 04:** Experience Years in Teaching English

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.

**Section two: The use of films in EFL classroom**

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

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

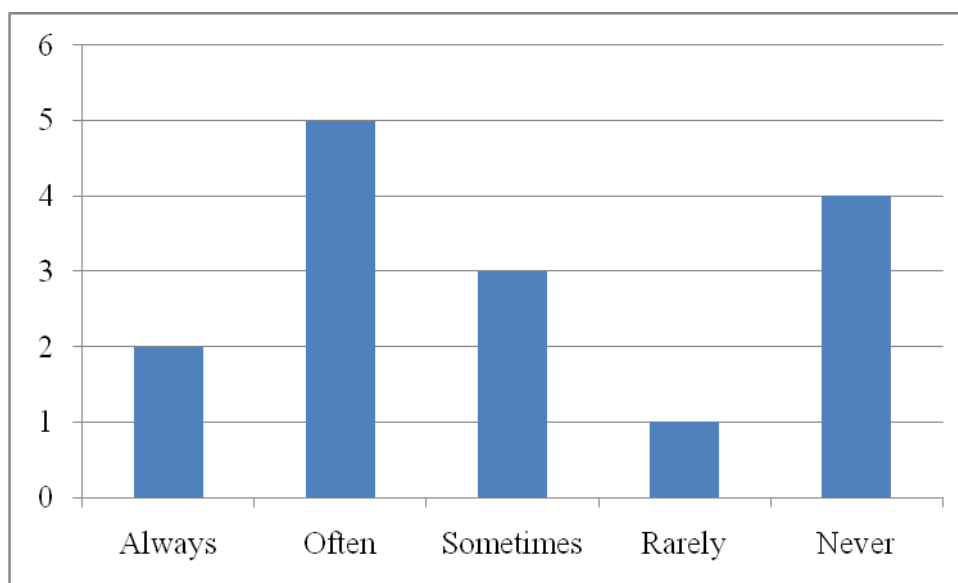
**Table 05:** The Use of Films in Classrooms**Graph 05:** The Use of Films in Classrooms

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°)	Percentage (%)
Always	2	13%
Often	5	33%
Sometimes	3	20%
Rarely	1	7%
Never	4	27%
Total	15	100%

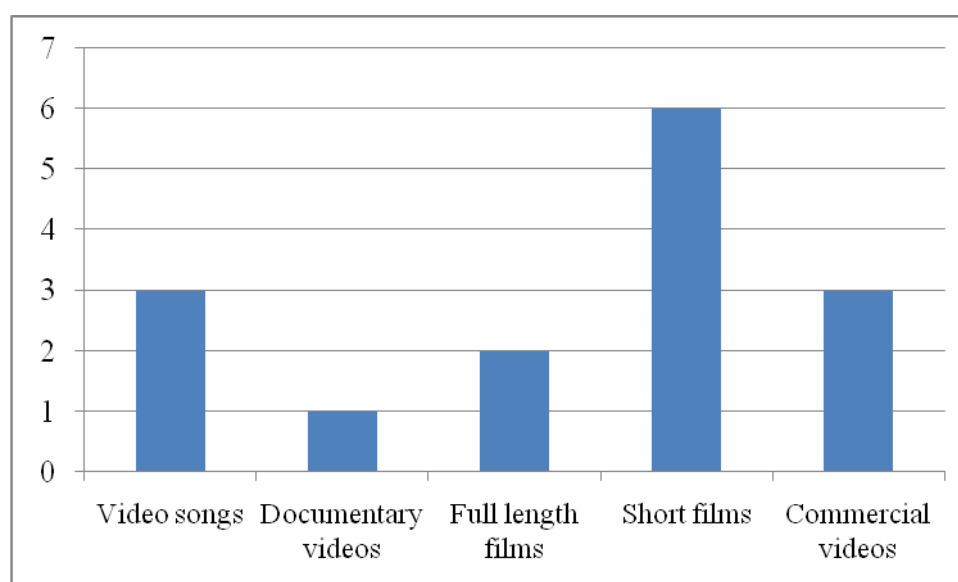
**Table 06:** The Frequency of Using Films in Classrooms**Graph 06:** The Frequency of Using Films in Classrooms

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?**

<b>Video genre</b>	<b>Participants (n°)</b>	<b>Percentage (%)</b>
<b>Video songs</b>	3	20%
<b>Documentary videos</b>	1	7%
<b>Full length films</b>	2	13%
<b>Short films</b>	6	40%
<b>Commercial videos</b>	3	20%
<b>Total</b>	15	100%

**Table 07:** Film Genres According to Learners' Needs and Preferences



**Graph 07:** Film Genres According to Learners' Needs and Preferences

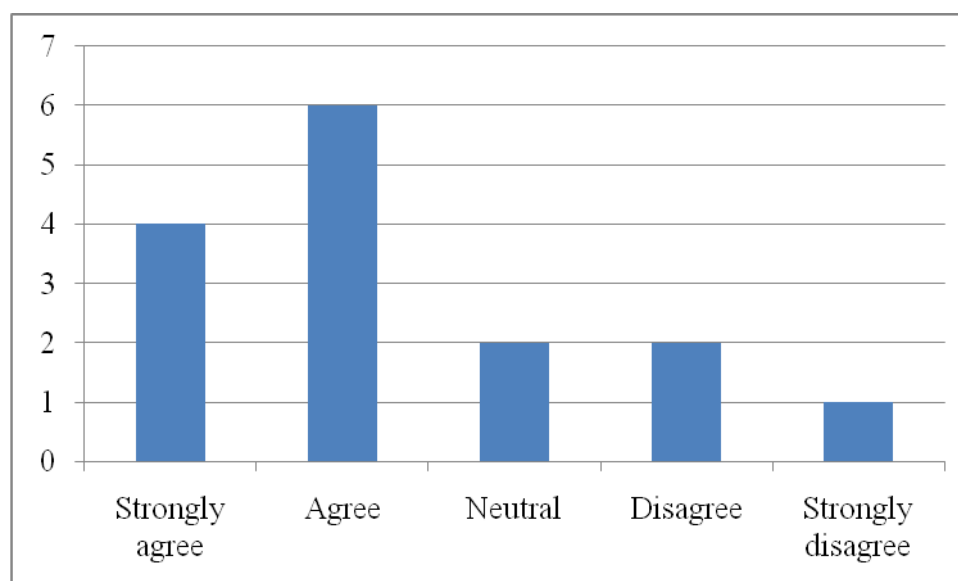
## THE EFFECT OF FILMS ON FORMULAIC EXPRESSIONS

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?**

<b>Options</b>	<b>Participants (n°)</b>	<b>Percentage (%)</b>
<b>Strongly agree</b>	4	27%
<b>Agree</b>	6	40%
<b>Neutral</b>	2	13%
<b>Disagree</b>	2	13%
<b>Strongly disagree</b>	1	7%
<b>Total</b>	15	100%

**Table 08:** Incorporating Film within the Curriculum



**Graph 08:** Incorporating Film within the Curriculum

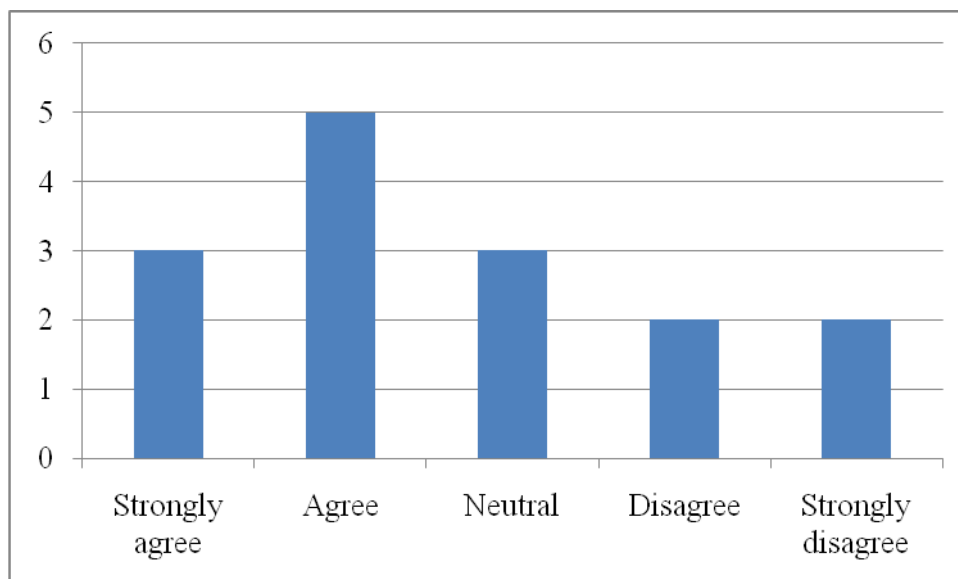
The majority of the teachers (40%) agreed that exposure to a wide range of films helps to broaden children's understanding of the world and other cultures. The vast majority (67%) also agreed that film is a means of getting young people enthusiastic about their subject – engagement with learning. There 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°)	Percentage (%)
Strongly agree	3	20%
Agree	5	33%
Neutral	3	20%
Disagree	2	13%

## THE EFFECT OF FILMS ON FORMULAIC EXPRESSIONS

<b>Strongly disagree</b>	2	13%
<b>Total</b>	15	100%

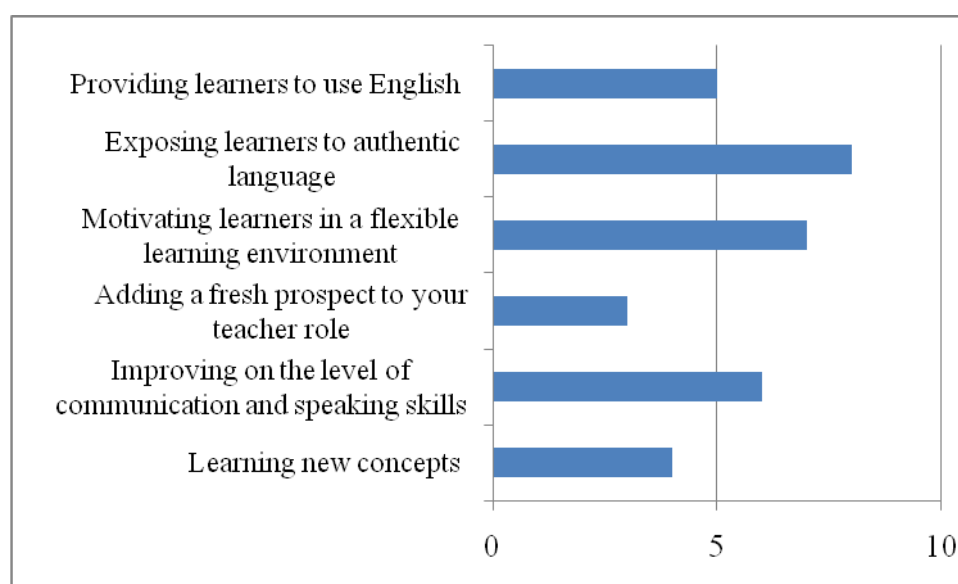
**Table 09:** Teacher's Personal Experience with the Use of Film**Graph 09:** Teacher's Personal Experience with the Use of Film

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°)	Percentage (%)
Learning new concepts	4	27%
Improving on the level of communication and speaking skills	6	40%
Adding a fresh prospect to your teacher role	3	20%
Motivating learners in a flexible learning environment	7	47%
Exposing learners to authentic language	8	53%
Providing learners to use English	5	33%

**Table 10:** The Advantages of Using Films



**Graph 10:** 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 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 such as: scripts and subtitles.”
- “Generally, we need more accessibility for technological recourses, and promoting new and modern methods and techniques rather than the old and traditional ones.”
- “ one important technique is to assign to each learner a character from the 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 in learning and teaching.”
- “Teachers must introduce and adapt audio-visual aids into the classroom and later these aids 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.

### **3.1.2. Experimental Design**

#### **3.1.2.1. The Pre-Test**

##### **3.1.2.1.1. Description of the Pre-Test**

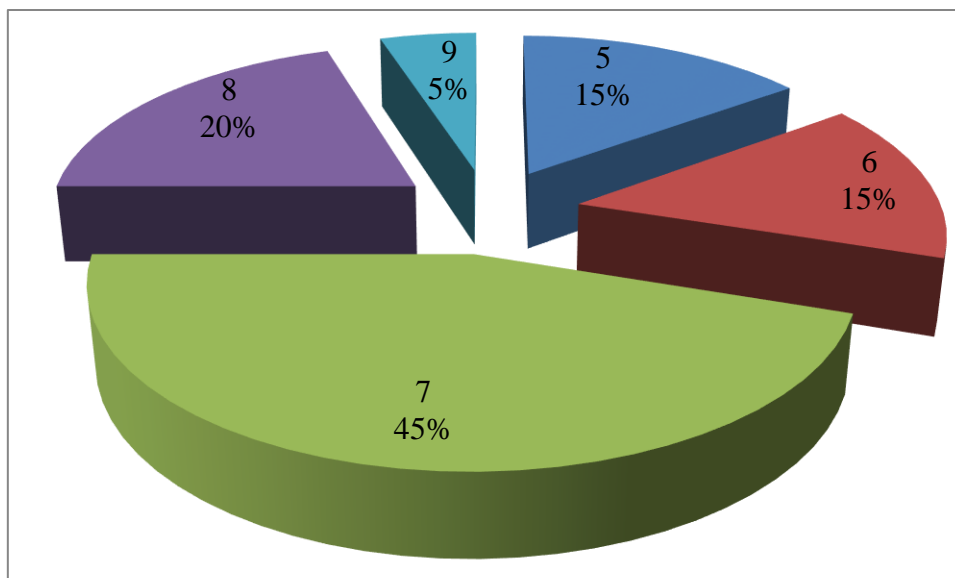
The twenty participants were pre-tested via multiple choice questions. Each student was asked to take 20 minutes to answer all the questions concerning the three different tasks about idioms, phrasal verbs and collocations without exposing them to any video from the film of Harry Potter.

##### **3.1.2.1.2. Analysis of the Pre-Test**

<b>Scores</b>	<b>Participants (n°)</b>	<b>Percentage (%)</b>
<b>5</b>	3	15
<b>6</b>	3	15
<b>7</b>	9	45
<b>8</b>	4	20
<b>9</b>	1	5
<b>Total</b>	20	100

**Table 11:** Scores of the Pre-Test





**Graph 11: Scores of the Pre-Test**

From the table, we notice that the lowest mark in the pre-test is 5 and that 15% of the learners got it. The highest mark was 9 and just 5 % or just one of the learners got it. The highest percentage was that of those who got 7 (45 %).

### **3.1.2.2. Procedures of the Treatment**

The film Harry Potter parts 1, 2 , 3, 4 and 5 were found to be the richest sources of formulaic expressions, so were selected to be watched by the sample. Target formulaic expressions samples were chosen to be taught during the formulaic expressions training. Furthermore, extra materials and exercises were prepared to be used during formulaic expressions training. In the first week of data collection process, the participants were asked to do the pre-test (Appendix 02) which contains three tasks; task 01 is concerned with idioms, task 02: is dealt with phrasal verbs and task 03: is about collocations; and their answers were collected to draw on their knowledge of formulaic expressions before the formulaic training. The following week, the formulaic language training started. The participants watched Harry Potter parts 1, 2, 3, 4 and 5 which lasted for approximately 15 minutes each one by one every week. We chose scene from each part which deals with one type of formulaic expressions:

**1. Idioms :**

- 1.1. Wave a magic wand :** ‘ Harry Potter and the Sorcerer’ Stone’
- 1.2. Pull a rabbit out of the hat :** ‘ Harry Potter and the Sorcerer’ Stone’
- 1.3. Put your best foot forward :** ‘ Harry Potter and the Goblet of Fire’
- 1.4. Old maid :** ‘ Harry Potter and the Prisoner of Azkaban’
- 1.5. I could eat a Hippogriff :** ‘ Harry Potter and the Goblet of Fire’

**2. Phrasal Verbs :**

- 2.1. Take out :** ‘ Harry Potter and the Sorcerer’ Stone’
- 2.2. Fell over :** ‘ Harry Potter and the Prisoner of Azkaban’
- 2.3. Stand for :** ‘ Harry Potter and the Order of the Phoenix’
- 2.4. Try on:** ‘ Harry Potter and the Order of the Phoenix’
- 2.5. Put up :** ‘ Harry Potter and the Half-Blood Prince’

**3. Collocations :**

- 3.1. Under water :** ‘ Harry Potter and the Goblet of Fire’
- 3.2. Summer sky :** ‘ Harry Potter and the Prisoner of Azkaban’
- 3.3. A parliament of owls :** ‘ Harry Potter and the Sorcerer’ Stone’
- 3.4. Brisk walking :** ‘ Harry Potter and the Sorcerer’ Stone’
- 3.5. Green lawn :** ‘ Harry Potter and the Sorcerer’ Stone’

Each formulaic expressions training was carried out during one class hour every week which lasted for ninety (90) minutes. In each week, the participants were exposed to one type of formulaic expressions: week 01: idioms, week 02: phrasal verbs and week 03: collocations. First, the learners watched the film twice, and then they were asked to pick up the difficult words found in the film. After that, the teacher explained and even translated the picked words into Arabic to help the learners catch the exact meaning. Next, after ensuring that the learners grasped the type of formulaic expressions, the teacher provided them with a task

## THE EFFECT OF FILMS ON FORMULAIC EXPRESSIONS

(Appendix 03) to solve and it was scored to see if there was progress in using formulaic expressions. Finally, after the three (03) weeks of formulaic expressions training, the same test was given to the participants to evaluate their knowledge of formulaic expressions. All in all, this procedure lasted for six (06) weeks.

### 3.1.2.3. The Post-Test

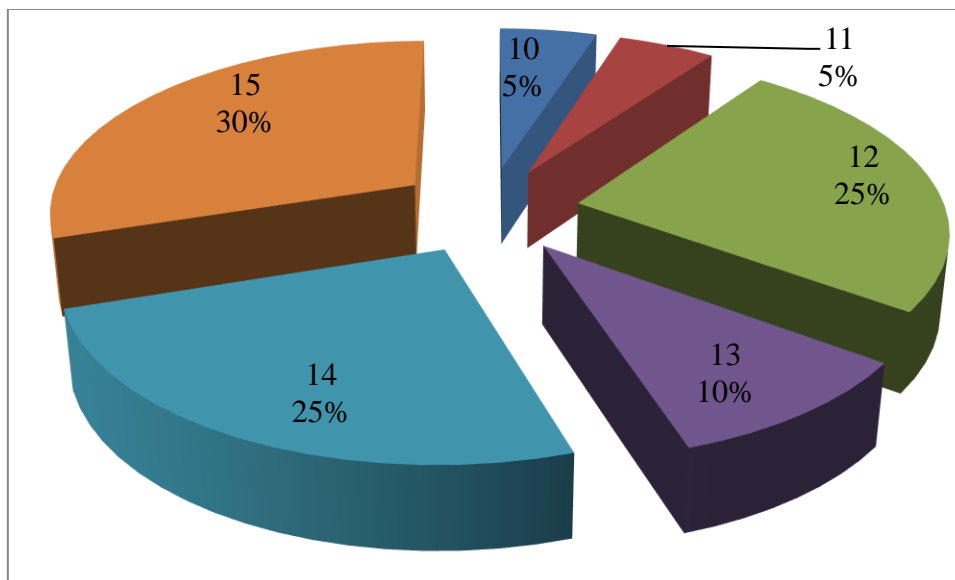
#### 3.1.2.3.1. Description of the Post-Test

After exposing learners to sample of videos containing formulaic expressions, the same task given in the pre-test was repeated. The purpose behind choosing the same task is to see whether learners getting progress in acquiring and using formulaic expressions in real situations. What have been noticed during their correction of their papers is all the learners showed a great advancement

#### 3.1.2.3.2. Analysis of the Post-Test

<b>Scores</b>	<b>Participants (n°)</b>	<b>Percentage (%)</b>
<b>10</b>	1	5
<b>11</b>	1	5
<b>12</b>	5	25
<b>13</b>	2	10
<b>14</b>	5	25
<b>15</b>	6	30

<b>Total</b>	20	100
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**Table 12:** Scores of the Post-Test**Graph 12:** Scores of the Pre-Test

From the table, we notice that the lowest mark in the post-test is 10 and the highest one is 15. The difference between the rate of those who got the highest and the lowest scores is 5%. Just one learner got 10 and six got 15. The highest percentage was 30% and it belonged to those who got 15. The lowest rate was 3.33% and it belonged to those who have got 10 and 11.

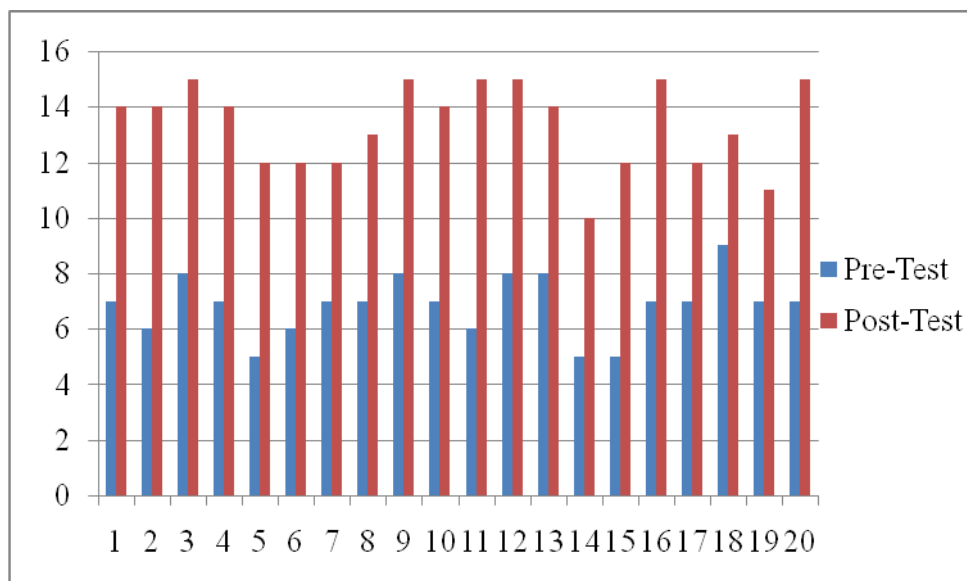
#### 3.1.2.4. Analysis of the Differences

<b>Student's Number</b>	<b>Pre-Test</b>	<b>Post-Test</b>
<b>1</b>	7	14
<b>2</b>	6	14
<b>3</b>	8	15
<b>4</b>	7	14

## THE EFFECT OF FILMS ON FORMULAIC EXPRESSIONS

<b>5</b>	5	12
<b>6</b>	6	12
<b>7</b>	7	12
<b>8</b>	7	13
<b>9</b>	8	15
<b>10</b>	7	14
<b>11</b>	6	15
<b>12</b>	8	15
<b>13</b>	8	14
<b>14</b>	5	10
<b>15</b>	5	12
<b>16</b>	7	15
<b>17</b>	7	12
<b>18</b>	9	13
<b>19</b>	7	11
<b>20</b>	7	15

**Table 13:** The Differences between the Scores of Pre-Test and Post-Test



**Graph 13:** The Differences between the Scores of Pre-Test and Post-Test

From the table that contains the differences between the scores of pre-test and post-test, we notice that most of the post-test percentages are higher than the pre-test ones. Those who have got 5 in the pre-test, in the post-test they get 10 and 12. The participants who got 8 in the pre-test obtained 14 and 15. The most noticeable thing is that all the learners demonstrated a progress in the post-test and it was clear in their scores.

### **3.2. 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 formulaic expressions. Hence, we come to confirm our hypothesis: The exposure to video films enhances learners' acquisition of formulaic expressions.

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

- Time constraint: As the study had to be conducted within a limited period of time, the formulaic language 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 intermediate learners at Glory School welcome the idea of exposing them to English speaking films to learn and acquire formulaic expressions. They believe that such use helps them to acquire and use formulaic expressions 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 formulaic expressions. Teachers in the current study stated that movies 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, movies 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 movies 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 facilitates formulaic expressions acquisition of intermediate EFL learners at Glory School.
- Exposing intermediate EFL learners at Glory School to video films has a significant effect on the learning of formulaic expressions. This has been seen in the results of the post-test since all the learners have got scores much better than the pre-test.
- Exposing intermediate EFL learners at Glory School to video films has a significant effect on the retention of formulaic expressions.

Thus, the research hypothesis in which it was hypothesized that if oral expression teachers at the Department of English and at Glory School expose intermediate EFL learners to English speaking films which contain formulaic expressions, this will help them acquire them, is confirmed.



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## Appendices

### Appendix 01: Teacher's 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+ ☐

## THE EFFECT OF FILMS ON FORMULAIC EXPRESSIONS

**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?**

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Exposure to a wide range of films helps to broaden children's understanding of the world and other cultures.					
Film is a useful teaching tool					

## THE EFFECT OF FILMS ON FORMULAIC EXPRESSIONS

across the curriculum and/or in other lessons.					
Film education helps the learners to develop their wide creative skills.					
Film is a means of getting the learners' enthusiastic about the subject.					
There should be more opportunities in schools for the learners to learn about film.					
Teachers would use films more widely if they had more support.					
It is the lack of teacher confidence which prevents film being used more widely.					

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

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
The use of film made me more enthusiastic about teaching.					
The use of film helped me to					



## THE EFFECT OF FILMS ON FORMULAIC EXPRESSIONS

engage more with the learners.					
The use of film helped me reach more difficult or challenging learners.					
The use of film enabled me to learn new skills I can apply more widely in my teaching.					

**10- According to your experience, what are the outcomes of learning via films? You can tick more than one option:**

Learning new concepts ☐

Improving on the level of communication and speaking skills ☐

Adding a fresh prospect to your teacher role ☐

Motivating learners in a flexible learning environment ☐

Exposing learners to authentic language ☐

Providing learners to use English ☐

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

.....

.....

.....

.....

.....

Thank you

**Appendix 02: The Pre and Post-Test**

Glory School Taher

Date: Saturday, may25, 2019

Full name: .....

Class:

Time allowed: 30 min

**Task 01:** Choose the right answer:

1. Wave a magic wand.

- To provide the perfect solution to a given problem or difficulty, as if by magic.

☐

- To make a Wish come true. ☐

2. Pull a rabbit out of the hat.

- Help a rabbit jumping out of the hat. ☐

- To do something surprising and seemingly impossible. ☐

3. Put your best foot forward.

- To do something as well as you can. ☐

- To take a step forward. ☐

4. Old maid.

- Old fashion people. ☐

- Unmarried women. ☐

5. I could eat a Hippogriff.

- I am extremely hungry. ☐

- I can't eat this kind of food. ☐

## THE EFFECT OF FILMS ON FORMULAIC EXPRESSIONS

**Task 02:** Tick the appropriate answer:

1. No, stop, stop! You are going .....someone's eye .....

- Take out.
- Take in.
- Take off.

2. A: what you doing down there?

B: I .....

- Fell of.
- Fell over.
- Fell out.

3. I am a tolerant woman, but the one thing I will not ..... is disloyalty.

- Stand up.
- Stand for.
- Stand in.

4. A : Beautiful jacket

B:..... It .....

- Try on.
- Try of.
- Try in.

5. Dumbledore ..... you ..... this, didn't he?

- Put there.
- Put in.
- Put up to.

## THE EFFECT OF FILMS ON FORMULAIC EXPRESSIONS

**Task 03:** Pick one answer:

1. Fish live .....
  - In water.
  - Under water.
  - Bellow water.
2. Season + sky .....
  - Winter sky.
  - Summer sky.
  - Night sky.
3. Harry's house is surrounded with a .....
  - A parliament of owls.
  - An owl.
  - A group of owls.
4. Harry ..... when he passed the wall.
  - Jump walk.
  - Walking fast.
  - Brisk walking.
5. Harry plays on the .....
  - Green floor.
  - Green lawn.
  - Green tree.

**Appendix 03: Treatment**

**Task 01:** Complete with the following options to get the right meaning: eat a hippogriff - wave a magic wand - pull a rabbit out of the hat - put his best foot forward - old maid

1. No one pretends that we can ..... And solve the problem.
2. This is his first day at work, so he's trying ..... .doing all he can do and prove that he's a good employee.
3. Alex is too young to be already thinking of herself as an .....
4. I am so hungry I can ..... On this moment.
5. The team was losing till almost the end, but suddenly, it ..... and won the contest in the dying minutes.

**Task 02:** Match each sentence with its half to get the meaningful sentence

- |  |  |
|--|--|
| 1. Can your favorite team<br>should have laughed               | • an old maid then, I                      |
| 2. If you want this promotion,<br>you are going to have        | • he could eat a<br>hippogriff.            |
| 3. If anybody had told me you<br>would have lived and died     | • wave a magic wand<br>away.               |
| 4. Every time my father comes<br>back home                     | • pull a rabbit out of the<br>hat and win? |
| 5. I wish I could<br>forward. There are<br>three other people. | • to put your best foot                    |

## THE EFFECT OF FILMS ON FORMULAIC EXPRESSIONS

**Task 01:** Choose the appropriate phrasal verb: fell over – stand for – try on – take out – put up to

1. .... the rubbish ..... when you leave.
2. She tripped and .....
3. I am not going ..... that sort of behavior in my class.
4. .... clothing and shoes to make sure they fit.
5. They ..... new street signs.

**Task 02:** Match each sentence with its half to get the meaningful sentence

- |   |                          |
|---|--------------------------|
| 1. Do you want that<br>for it.                          | •I am not going to stand |
| 2. I was frightened that<br>not defeat his<br>opponent. | •a strong fight but does |
| 3. He can't speak to me like that<br>it's only pinned.  | •you try on the dress    |
| 4. Be careful when                                      | • Alex would fall over.  |
| 5. The boxer  | • eat in or take out?    |

## THE EFFECT OF FILMS ON FORMULAIC EXPRESSIONS

**Task 01:** Complete with the following options to get the right meaning: underwater- summer sky -parliament of owls- brisk walking- green lawn

1. In one bush a large.....softly hooted a welcome which cannot fail to enchant.
2. This machine has been specially adapted for use .....
3. Her blue eyes, the color of....., have a new spark.
4. Find someone who enjoys..... for exercise.
5. Both the parks have..... and fountains.

**Task 02:** Match each sentence with its half to get the meaningful sentence:

- |  |                                  |
|--|----------------------------------|
| 1. The house was surrounded<br>by                        | • a brisk walk on a cold<br>day. |
| 2. The modern campus is<br>distinguished by              | • at the summer sky.             |
| 3. I found the silence<br>owls making a lot of<br>noise. | • by a parliament of             |
| 4. I enjoy looking out<br>spacious green lawns.          | • its shaded walkways,           |
| 5. There is nothing like<br>eerie.                       | • underwater really              |

**Résumé**

Cette recherche intitulée "L'Effet de l'Exposition à un Film de Langue Anglaise sur l'Acquisition des Expressions Formules" nous aide à acquérir une nouvelle méthode d'enseignement des expressions formules. Le principal problème que nous avons constaté dans l'enseignement et l'apprentissage de ces expressions est que les apprenants utilisent mal dans leur contexte. Ce problème peut être dû aux anciennes méthodes suivies pour enseigner les expressions formules. Ces méthodes n'aident pas les apprenants à utiliser des expressions formules 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 des expressions stéréotypées dans un contexte réel. Il est supposé que si les enseignants du Département d'anglais de Mohamed Sadik Ben Yahia et de GlorySchool exposaient les apprenants à des films en anglais, ils apprendraient et utiliseraient des expressions formules dans des contextes réels. Dans cette recherche, nous adoptons deux types de moyens de recherche, un questionnaire destiné aux enseignants et une recherche expérimentale. Nous avons administré un questionnaire aux enseignants d'expression orale des deux institutions afin de connaître leur attitude à l'égard de l'utilisation des films dans les salles de classe EFL et nous avons adopté la recherche expérimentale (pré-test, période de traitement et post-test) afin de vérifier l'efficacité du film dans l'acquisition des expressions formules. Les résultats du questionnaire et de la recherche expérimentale démontrent que le film aide les apprenants de niveau intermédiaire à acquérir des expressions formules et à les utiliser dans un contexte approprié. L'hypothèse a donc été confirmée.



**ملخص:**

تهدف الدراسة التي بين أيدينا تحت عنوان "تأثير الأفلام الناطقة باللغة الانجليزية على اكتساب صيغ التعبير" لإيجاد طريقة جديدة لتدريس صيغ التعبير. تتمثل المشكلة الرئيسة في تدريس هذه العناصر اللغوية في عدم تمكن الطالب من توظيفها في سياقها الصحيح. السبب في عدم استخدام صيغ التعبير في سياقها المناسب قد يكون الطرق القديمة المستخدمة في تدريسها، حيث لم تساعد هذه الطرق المتعلمين على استعمالها في سياقها الصحيح بل ساعدت في معرفة بنيتها فقط. لذا نقترح بعرض فيلم ناطق باللغة الانجليزية على المتدربين والمتعلمين في سياقها الصحيح بل ساعدت في معرفة بنيتها فقط. لذا نقترح بعرض فيلم ناطق باللغة الانجليزية على المتدربين والمتعلمين في سياقها الصحيح. لقد تم افتراض انه إذا قام أساتذة قسم اللغة الانكليزية بجامعة محمد الصديق بن يحي ومدرسة قلوري بتعريف وعرض هذا النوع من الأفلام على التلاميذ، سيتمكنون من استخدامها، وتم اعتماد وسيلتين في هذا البحث تمثلتين في استبيان وبحث تجريبي حيث وُجّه الاستبيان لأساتذة التعبير الشفهي في كلا المؤسساتين السابق ذكرهما لتحديد مواقفهم من استخدام الأفلام الناطقة بالإنكليزية في أقسامهم. اشتمل البحث التجريبي على (اختبار ما قبل التجربة، التجربة، اختبار ما بعد التجربة) لمعرفة فعالية الفيلم في استخدام صيغ التعبير. أثبتت نتائج الاستبيان والبحث التجريبي أنّ الأفلام الناطقة باللغة الانكليزية تساعد متعلمي اللغة في المستوى المتوسط على اكتساب صيغ التعبير واستخدامها في السياق المناسب وبالتالي تم تأكيد الفرضية التي ذكرت أعلاه.

## ملخص:

تهدف الدراسة التي بين أيدينا تحت عنوان "تأثير الأفلام الناطقة باللغة الانجليزية على اكتساب صيغ التعبير" لإيجاد طريقة جديدة لتدريس صيغ التعبير. تتمثل المشكلة الرئيسة في تدريس هذه العناصر اللغوية في عدم تمكن الطالب من توظيفها في سياقها الصحيح. السبب في عدم استخدام صيغ التعبير في سياقها المناسب قد يكون الطرق القديمة المستخدمة في تدريسها، حيث لم تساعد هذه الطرق المتعلمين على استعمالها في سياقها الصحيح بل ساعدت في معرفة بنيتها فقط. لذا نقترح بعرض فيلم ناطق باللغة الانجليزية على المتدربين والمتمثل في فيلم هاري بوتر، اعتقادا منا بأنه يساعد المتعلم في اكتساب واستخدام صيغ التعبير في سياقها الصحيح. لقد تم افتراض انه إذا قام أساتذة قسم اللغة الانكليزية بجامعة محمد الصديق بن يحي ومدرسة قلوري بتعريف وعرض هذا النوع من الأفلام على التلاميذ، سيتمكنون من استخدامها، وتم اعتماد وسيلتين في هذا البحث تمثلتين في استبيان وبحث تجريبي حيث وُجّه الاستبيان لأساتذة التعبير الشفهي في كلا المؤسساتين السابق ذكرهما لتحديد مواقفهم من استخدام الأفلام الناطقة بالإنكليزية في أقسامهم. اشتمل البحث التجريبي على (اختبار ما قبل التجربة، التجربة، اختبار ما بعد التجربة) لمعرفة فعالية الفيلم في استخدام صيغ التعبير. أثبتت نتائج الاستبيان والبحث التجريبي أنّ الأفلام الناطقة باللغة الانكليزية تساعد متعلمي اللغة في المستوى المتوسط على اكتساب صيغ التعبير واستخدامها في السياق المناسب وبالتالي تم تأكيد الفرضية التي ذكرت أعلاه.

## Key Words :

**Formulaic Expressions, Films, Acquisition, Exposure, EFL Classrooms**