

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 Perception of Using Short Films in Enhancing Speaking Skill
The Case of First Year Students at the Department of English, Mohamed Seddik
Ben Yahia University

Dissertation Submitted in Partial Fulfillment of the Requirements for a Master Degree in
English Didactics

Submitted by

Nassira BOUCHA

Seyfeddine HAMADI

Supervised by

Dr. Abdeldjalil BOUZENOUN

Board of Examiners

Supervisor: Dr. Abdeldjalil BOUZENOUN

University of Jijel

Chairperson: Ithem Melit

University of Jijel

Examiner: Hiba Tiouane

University of Jijel

Academic Year: 2019-2020

Dedication

*This work is dedicated to my dear **DAD**; may he rest in peace. For my beloved **MOM** whose love has always strengthened my will. To my **SISTERS** and **BROTHERS** and my little bibiche **Mohsen** to all my **DEAR FAMILY** thank you for being by my side, I love you all.*

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

*For my partner **SYFEDDINE** who always comes late and always hungry.*

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

:For everyone who will read this thesis.

Nassira

*This work is lovingly dedicated to the memory of my **FATHER**;*

*To my dear **MOTHER**; to all my **FAMILY** and **FRIENDS**;*

*To my partner **NASSIRA**;*

To all of the important people in my life.

Syffedine

Acknowledgement

First of all, we would like to thank God almighty, who gave us the strength to complete this work.

We would also like also to thank our supervisor *Dr. Abdeldjalil BOUZENOUN* who helped us and supported us with the best pieces of advice.

We would also like to thank the members of the jury, **Miss Ilhem Melit** and **Miss Hiba Tiouane** for discussing and commenting on our dissertation.

We would like to express our gratitude to all the students who volunteered and answered our questionnaire.

Thanks to everyone.

Abstract

The present study aims at showing to what extent can short films be beneficial in improving speaking skill. It also seeks to find out whether first-year students of English language at Mohamed Seddik Ben Yahia University are aware of the role of short films in enhancing their speaking skill. This study is based on the hypothesis that if short films are used as a pedagogical tool at the department of English, Mohamed Seddik Ben Yahia University, students' speaking skill will be improved and their interest in language will be increased. Consequently, a questionnaire was administered to the first-year EFL students to confirm this hypothesis. The data gathered from the questionnaire shows that students have positive attitudes toward the use of short films in the classroom. Moreover, some recommendations and comments are proposed for more effectiveness concerning the topic.

Keywords: Short films, Speaking Skill, EFL Students

List of Abbreviations

ELT: English Language Teaching

EFL: Teaching English as Foreign Language

I.E: It Means

DVD: Digital Versatile Disc

OHP: Overhead Projector

FFs: Feature Films

TV: Television

VCD: Video Compact Disc

ICTs: Information and Communication Technology

Q: Question

SF: Short Films

List of Tables

Table 3.1: Years of Studying English.....	32
Table 3.2: Participants' Level in English.....	33
Table 3.3: Students' Approval on the Importance of Developing the Speaking Skill ..	34
Table 3.4: Students' Oral Speaking Performance.....	34
Table 3.5: Sufficiency of Oral Expression Time.....	35
Table 3.6: Difficulties Facing Students when Developing their Speaking Skills.....	36
Table 3.7: Preferable Techniques to Improve Students' Speaking Skill.....	36
Table 3.8: Students' Improvement after Every Oral Expression Session.....	37
Table 3.9: Students' Relief with Using English outside the Classroom.....	38
Table 3.10: Students' Repetition of their Talk.....	39
Table 3.11: Students' Differentiation between English and Arabic while Speaking.....	39
Table 3.12: The possibility of Asking for Repetition in the Case of non-understanding.....	40
Table 3.13: The Need for Motivation to Speak in English.....	40
Table 3.14: The Number of Times for Viewing Short Films.....	41
Table 3.15: Kinds of Short Films Used by Teachers.....	41
Table 3.16: Learning English with the Use of Short Films.....	42
Table 3.17: Modern Techniques that are Mostly Used in Teaching the Speaking Skill	43
Table 3.18: Students' Agreement on the Effectiveness of Short Films as a Teaching Language Technique.....	44
Table 3.19: The Reflection of Listening to Short Films on the Students' Speaking Proficiency.....	45
Table 3.20: Students' Beliefs about the Role of Short Films in Overcoming their Speaking Weaknesses.....	45
Table 3.21: Characteristics of Short Films	46

able of Contents

Dedication	i
Acknowledgements	iii
Abstract	iv
List of Abbreviations	v
List of Tables	vi
Table of content	vii
General Introduction	
1. Background of the study	1
2. Statement of the problem	2
3. Aim of the study	2
4. Research questions	2
5. Hypothesis	3
6. Research Methodology	3
7. Structure of the study	3
Chapter one: Speaking Skills	
Introduction	4
1.1. Definition of speaking.....	4
1.2. Characteristics of speaking skill.....	5
1.2.1. Fluency	5
1.2.2. Grammar	5
1.2.3. Vocabulary	6
1.2.4. Pronunciation	6
1.3. The Importance of Speaking	7
1.4. Functions of Speaking	8
1.4.1. Interaction	8
1.4.2. Transaction.....	9
1.4.3. Performance.....	9

1.5. Factors Effecting Speaking Performance.....	10
1.5.1. Performance conditions.....	10
1.5.2. Affective factors.....	10
1.5.3. Listening ability.....	11
1.5.4. Topical knowledge.....	11
1.6. How to teach speaking.....	12
1.6.1. Storytelling.....	12
1.6.2. Role-play.....	13
1.6.3. Interview.....	14
1.6.4. Picture Describing.....	14
1.6.5. Simulation.....	14
1.6.6. Short films.....	15

Conclusion

Chapter Two: The Use of Short Film in EFL Context

Introduction	16
2.1. Definition.....	17
2.2. Modern Techniques in Teaching.....	17
2.2.1. Songs	18
2.2.2. Overhead Projector.....	18
2.2.3. Videos	19
2.2.4. Films.....	20
2.2.5. Trailers.....	21
2.2.6. Feature Films.....	21
2.2.7. Short films.....	22
2.3. Characteristics of Short Films.....	23
2.4. Aspects to be considered in Choosing Short Films.....	24
2.4.1. Proficiency Level of Students	24

2.4.2. Duration of the Film.....	25
2.4.3. Cultural Sensitivity.....	25
2.4.4. Subtitles	26
2.4.5. Entertainment Value	26
2.5. The use of short films in EFL.....	26
2.5.1. Preparation.....	26
2.5.2. Previewing.....	27
2.5.3. Viewing	27
2.5.4. Post viewing.....	27
2.6. Potential Problems Encountering the Use of Short Film.....	28
Conclusion	30

Chapter Three: Field Work

Introduction

3.1. Population and Sampling.....	31
3.2. The Students Questionnaire.....	31
3.2.1. Description and Administration of the Students Questionnaire.....	31
3.2.2. Analysis of the Students Questionnaire Results.....	32
Conclusion.....	49
General conclusion.....	50
1. Pedagogical Recommendations.....	51
2. Limitations of the study.....	52

List of references

Appendices

ملخص

Résumé

General Introduction

1. Background of the Study

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

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

The current research is meant to be added to the previous studies about the use of short films in the classroom. It aims at exploring and describing the importance of short films and

their pedagogical efficiency in relation to the speaking skill. Moreover, it demonstrates the significance of speaking as an essential skill in learning foreign languages.

2. Statement of the Problem

Learning the English language at the Algerian universities goes faces many challenges, including improving oral skill. The materials and techniques teachers use in the classroom constitute a part of the speaking learning process. That is why these techniques need to be reviewed and updated from time to time. Considering the importance of speaking as a language skill, teachers may use many technological tools including short films, as a teaching technique to motivate students and stamp out their anxiety.

Aim of the Study

This study aims to raise learners' awareness about the significant role of short films in improving their speaking skill. It also tries to investigate students' perceptions and attitudes towards using SF as a pedagogical tool. Moreover, this research is an attempt to show how a short film can be useful in language teaching and learning if it is used properly and with the most suitable tasks.

3. Research Questions

- To what extent can short films help students improve their speaking skills?
- Do teachers use short films as a pedagogical tool in the classroom?
Are they used appropriately?
- What are the difficulties students face during learning speaking?
Are they aware of short films role in overcoming these difficulties?

4. Hypothesis

It has been hypothesized that if teachers use short films in the classroom, students' oral skills will be improved, and their motivation will be increased.

5. Research Methodology

To investigate and confirm the hypothesis of the current study, a questionnaire was administered to collect data. The first year students of English at Mohamed Seddik Ben Yahia university of Jijel were the target population of this questionnaire. A descriptive method has been followed to provide an elaborate recount of the results obtained from the study in hand.

6. Structure of the Study

The present study is composed of three chapters: the first and the second chapter are theoretical, which represent the literature review. The first chapter provides an overview of the significance of improving speaking skills while learning a foreign language and present the most useful ways suggested to improve this skill. The second chapter entitled " the use of short films in EFL context " focuses on the important role of SF in enhancing students' communicative abilities and characteristics, aspects, and use; it also makes sure to mention the potential problems that face the use of short films. Finally, the third chapter represents a practical part that describes the questionnaire with an analysis and a discussion of the findings.

Chapter one: Speaking Skills

Introduction

To face the nowadays' globalized world, the need for requiring fluency in a second language is undeniable. Thus, speaking skill has a great role in our daily life. Student have to learn this skill and control it. Sauvignon in Zainil (2005) argued that speakers of English should receive, process, produce, and send messages in their interactions. Through speaking, our ideas and feelings will be well expressed, instantly and with the most meaningful body language. Wallace (1991) stated that the main purpose behind learning a foreign language, for many students, is to speak it fluently.

This chapter will investigate the essence of speaking, its definition, functions, components, and factors that affect learning speaking. In addition, there will be some space to talk about the different techniques in teaching speaking skill.

1.1. Definition of Speaking

Speaking is one of the language's productive skills. It is the ability to communicate and transmit messages through the use of symbols and expressions. According to Burns and Joyce (1997), speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Hornby (2005) defined speaking as the ability of talking or having a conversation with someone else

Rayhan (2014, p. 02) stated that "Speaking is significant to an individual's living processes and experiences as is the ability of seeing and walking. Speaking is also the most natural way to communicate". Thus, speaking is the key to convey messages through the implementation of a learner's oral skills.

1.2. Characteristics of Speaking Skill

Speaking in English language has many characteristics are combined together and complete each other. These characteristics should be taken into account and mastered when learning English as a foreign language because of their importance; these characteristics are fluency, grammar, vocabulary, and pronunciation.

1.2.1. Fluency

Fluency is the ability to produce correct spoken sentences with a level of proficiency, and as little mistakes as possible in communication. In this vein Hedge (2000, p. 54) expressed that “fluency means speaking easily, smoothly, naturally and reasonably quickly without lots of pauses and stops”. Fluency is an important characteristic that should receive close attention from teachers to ameliorate speaking performance. For that purpose, learners also should be given kinds of training using their own language freely that enable them to express their personal taught. consequently, Hager et al. (1985, as cited in Hiouani, 2016, p. 36) argued that “fluency is a range of features that gives a speech the characteristics of normality such as native-like use of pausing rhythm, intonation, stress, rate of speaking and use of interjection and interruptions”.

1.2.2. Grammar

Grammar is a very important characteristic in speaking; it is the correct placement of sentences in a conversation. According to Purpura (2004, p. 6), “grammar is a systematic way of accounting for and predicting an ideal speaker’s or hearer’s knowledge of the language”. Hence, to demonstrate their mastery of the speaking skill, students need to concentrate on the grammar aspect of language. Another definition introduced by Hughes (2002, as cited in Belhabib, 2015, p. 15) declared that “grammatical accuracy refers to the ability to use the grammatical structure in appropriate ways and situations including the control of length and

complexity of utterances”. Teachers should focus on teaching their learners grammar to ensure that they produce well-formed utterances and try to clarify all the obstacles that occur in their learning process

1.2.3. Vocabulary

According to (Turk, 2003, p.87) vocabulary means “the appropriate diction or the most important thing in a language especially in speaking”. hence; without vocabulary learners do not possess a crucial tool to express their ideas/themselves verbally.

Vocabulary is a principal criterion in learning speaking skill. It reflects a good speaking because rich vocabulary gives more diversity of words while speaking. According to Oxford Learner’s Pocket Dictionary (2008, p. 495) speaking is “a list of words with their meaning, especially in a book for learning a foreign language”. Students’ vocabulary should be rich. Consequently, will enable them to speak freely and express all the ideas in their minds. According to Nation, (2001, p.129) “if the receptive vocabulary is rather limited, learners can hardly put the receptive vocabulary knowledge into productive use...without vocabulary, nothing can be conveyed”. That is to say, a rich repertoire of vocabulary grants the learner the ability to select the appropriate words while speaking.

1.2.4. Pronunciation

The last characteristic of speaking is pronunciation; English is considered as a difficult language because of its pronunciation. According to Oxford Learner’s Pocket Dictionary (2008, p. 352) pronunciation refers to “the way in which a language or a particular word is spoken”. Learners who want to develop their pronunciation should be aware of different aspects like sounds...etc to be able to speak and pronounce English correctly. Otherwise, Zhiqin (2013, p. 111) warned that “mispronouncing a single sound causes the listener’s

misunderstanding, and various uses of stresses as well as intonations result in totally different meaning". Indeed, mispronunciation can distort the intended meaning the speaker could have had in mind.

1.3. The Importance of Speaking

Speaking is considered as important as reading and writing. Celce-Murica (2001, p. 103) argued that "the ability to speak a language is synonymous with the knowledge that language since speech is the most basic means of human communication". Also, Hedge (2000, p. 161) said that "learning to speak competently in English is a priority", hence wide vocabulary for example without the correct pronunciation may let learners face the problem of putting them (vocabulary) into use, and this will cause the loss of the word's meaning. This importance of speaking skill actuates learners to work more on their pronunciation proficiency more than any other skill; teachers also focus on improving their learners speaking skill by allowing them to speak in their classrooms. Proficiency in speaking skill seems as principles criteria in knowing a language. Moreover; speaking plays a very important role in expressing ideas and thoughts and also considered as basic means of communication. Therefore, Cameron (2001) argued that speaking is the actual application of language to deliver meanings in order to enable others extract sense. Hence; speaking plays a crucial role in contacting in real-life situations. Learners are usually judged in knowing a certain foreign language by checking their speaking and the way they pronounce this language; therefore, according to Qureshi "people at their workplaces, i.e. researchers working either in a medical laboratory or in a language laboratory, are supposed to speak correctly and effectively in order to communicate well with one another. Any gap in communication results in misunderstandings and problems" Qureshi (2007, p.3). Hence learners should improve their speaking skill more than any other skill so that they give a good

reflection to their knowledge in a certain language. Therefore, speaking skill is a very important skill in learning a foreign language that deserves more attention from both the learner and the teacher.

1.4. Functions of Speaking

Mastering the speaking skill in English_ or any other foreign language_ is a priority since it is the skill that learners usually judged in the case of knowing this language. Language experts classified the functions of speaking in human interaction, Brown and Yule made an important and useful classification of speaking functions, they made a distinction between the interactional functions and the transactional ones (1983 as cited in Richards, 2008 p.22). Interaction is to establish and maintain social relations while transactional means the exchange of information. In addition to these functions, Richards (2008, p. 27) added a third one, which is “performance”.

1.4.1. Interaction

Interaction is the most common form of speaking that is spread between foreign language learners, and all learners are familiar with, it is just like a “conversation” Richards declared that “talk as interaction refers to what we normally mean by conversation ...” Richards (2008, p. 22). Interaction is a principal criterion in social functions so that social members share their ideas and teach between each other. According to Brown and Yule (1983) the feature of interaction include : social function, reflection of role relationship, reflection of speakers’ identity, can be formal or casual, use conventional conventions, reflections of degrees of politeness, employment of many generic words, use conventional register, and joint construct.

Several students face the problem of mastering the art of talk as interaction, they have a loss for words when they find themselves in situations that need this kind of talk, this creates some difficulties for learners in dealing with situations when talk for conversation is important. Hence, teachers have to propose and give to their student a wide range of topics to predisposes them to deal with talk as interaction. Hatch (1978) emphasized that the second language learners need a wide range of topics at their disposal in order to manage talk as interaction.

1.4.2. Transaction

Transaction's first purpose is the message conveyed in the discourse, which has to be clearly understood. Hence, Richards claimed "...transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus..." (Richards, 2008. p.24). Moreover; transaction is the talk where participants give and provide information in a successful and understood way. Transaction is an important aspect of speaking that teachers should focus on and so as learners because it simplifies the connection between both of them.

1.4.3 Performance

In this kind of talk, the focus is on both the message and the audience while taking into consideration the language form too. Richards (2001) argued that talking as performance refers to speaking in front of an audience. It focuses on monologue rather than dialogue, and its success usually depends on the extent to which it affects the audience. It happens at public talks, telling stories, speeches and so on. Richards argued that "talk as performance refers to public talk, that is, talk that transmits information before an audience, such as classroom

presentations, public announcements, and speeches” (Richards, 2008, P.27); that is to say performance is the act of presenting any form of entertainment .

1.5. Factors Affecting Speaking Performance

In the learning process, teachers need to reveal the different factors that may affect the learner’s speaking performance. These factors can be the result of performance conditions, affective factors, listening ability and feedback during speaking activities. Hence, the factors that affect the learner’s speaking performance inside classrooms are performance conditions, affective factors, listening ability, and topical knowledge.

1.5.1. Performance Conditions

According to Nation and Newton (2009), many conditions control and affect the performance of the students in a speaking task. They suggest four elements of performance conditions, which include time pressure, planning, the standard of performance, and the amount of support. These conditions may affect the performance of EFL students when speaking the foreign language and make them consequently, unable to produce a correct and fluent speech. Therefore, teachers should be aware of the time that have been allowed to speak, execute what they have already planned to speak, and adopt the criteria of the speaking performance, without forgetting the great impact that positive feedback have on students. Through implementing these strategies, students will get rid of their anxiety and hesitation and will also be able to perform better in any speaking task.

1.5.2. Affective Factors

The affective factor of the speaking performance has a great influence on the learner’s success or failure in second language acquisition (Oxford, 1999). Over the last decade, it has been proved that motivation, self-confidence, and anxiety are among the major psychological

variables that affect, to a great extent, the learners' performance in speaking tasks. Krashen (1982) claimed many studies have dealt with motivation, self-confidence and anxiety as the major affective variables that may affect either positively or negatively the students' speaking performance. For instance, students who are highly motivated and confident will certainly speak better than those who are anxious.

1.5.3. Listening Ability

Doff (1998) claimed that developing the listening skills plays a crucial role in increasing the speaking skills of EFL students. This idea was supported by Shumin (1997), who stated that listening to the speaker/interlocutor helps the listener to understand what is said and, therefore, be able to respond correctly. Since comprehension precedes production, many researches have shown strong evidence that listening is among the first and the most important language skills for second language learners to focus on, due to its huge effect on developing the other skills particularly the speaking skill. Hence, listening to various varieties of language permits second language learners to enrich their background knowledge about that language and helps in comprehending and understanding the speaking assignments; thus, answering questions easily.

1.5.4. Topical Knowledge

The term 'topical knowledge' is defined by Bachman and Palmer (1996) as the way in which knowledge is structured in long-term memory. In other words, topical knowledge is the speaker's existed knowledge about the topic being discussed. Therefore, topical knowledge helps the students to engage in the speaking task easily and affects their speaking performance positively. It allows them to participate during the speaking task since they know what the topic being discussed is about. This may help them to further their background knowledge and motivate them to speak in the classroom interaction.

1.6. How to Teach speaking?

It has been confirmed over decades that speaking skill cannot be abandoned, it was always untouchable. More than that, this skill played its role in the development of many language learning approaches, such as the Audio-lingual teaching approach. This method focuses on the oral skills rather than the reading and writing ones. “This method uses dialogues as the chief means of presenting the language and stresses certain practice techniques, such as pattern drills, mimicry and so on.” (Liu & Shi, 2007, p. 70). Thus, various activities were adopted to keep this teaching process more efficient, such as drills and substitution tasks, which focus on repeating grammatical structures and dialogues through a concentrated aural - oral practice. However, the actual goal of teaching speaking should be bigger than that, it should fit the nowadays' world. According to (Susanti, 2007), the purpose of teaching speaking is about improving students' communication skills, because this may help them in expressing themselves in any communicative or cultural situation. Additionally, these activities (drills) are a way of teaching pronunciation and grammar rather than enhancing spoken interaction (Bygate, 2002).

Students face renewable difficulties in classes. Consequently, teachers have to work more on developing or creating new activities that serve the student and put him in comfortable conditions; hopefully, they get their confidence and fluency.

1.6.1. Storytelling

Is one of the oldest teaching techniques that is considered as a fun way to motivate students positively. Storytelling is mainly based on speaking, imitation and repetition, and usually is used to expand students' imagination. According to (Fitzgibbon & Wilhelm, 1998),

after being told a story, students have to repeat it in order to enhance their speaking ability and empower their imagination by remembering the details of the story. Moreover; storytelling creates an intimate atmosphere in the classroom and provide students with an interactive communicative context through retelling the story to their classmates using their own words. In other words, storytelling reduces the teacher talking time and makes students more active and relaxed.

1.6.2. Role-play

The main purpose of a role play is leading students to gain better speaking skills because it is all about conversational activities. "It involves such speaking activities as behaviouristic role-playing, recording and comparing, listening and retelling, which require students to repeat the speaking materials over and over again" (Shen and Suwanthep, 2011. p, 03). Thus, role plays encourage students to interact more, express themselves bravely and be better listeners. Dorathy and Mahalakshmi (2011, p. 2) argued that "role play is very important in teaching English because it allows students to practice communicating in different social contexts and social roles. In addition, it also allows students to be creative and to put themselves in another person's place for a while. " i.e. using role-plays is a great way to improve learners' oral performance and put them in cosy situations in their real daily life. For example, the teacher may ask students to play various roles, a cop and a criminal, a waiter and his client, a son and his parents...etc. "it can create the motivation and involvement necessary for learning to occur" (Fadilah, 2016, p. 212). From the statements above, it could be said that role-plays offer students the opportunity to practice and to gain experience through real communicative contexts.

1.6.3 Interview

An important tool that can be used in improving students' oral skills. Students here work on a particular topic selected by the teacher and related to the learning objectives. Then each one of them chooses to be either the interviewer or the interviewee, and prepare his/her own interview questions. According to Shrouf (2004), this activity makes students more socialized and gives them a chance to practice their speaking ability inside and outside the classroom. That is to say, teachers should use interviews as a technique to help students practice their oral skills and become more socialized.

1.6.3. Picture Describing

The teacher shows a picture to students and asks them to describe what is in it. This can be individual or group work. The students of each group discuss the picture given to them, and then a selected one describes it to the whole class. This type of activities empowers the learner's oral skills as well as fosters their imagination and motivate them to participate in classroom talks. According to Wright (1989, p. 17), pictures can motivate the student and make him/her want to pay attention.

1.6.4. Simulation

Simulation is similar to role play, but simulation is more detailed and complicated in design as Kayi (2014. p, 02) pointed out, "simulations are very similar to role-plays but what makes simulations different than role-plays is that they are more elaborate". That is to say, simulation cares more about details. For instance, when a student acts as a policeman, he should wear the police clothes putting their hat and carrying their gun. As an interesting, motivating and entertaining activity, simulations, according to Harmer (1984), encourage the learners and increase their self-confidence because they speak more to their classmates, which

means they do not take the same responsibility. Some might say that the use and effects of simulations are just the same as role-plays. However, using simulation in teaching speaking pushes students to talk more because they can bring real things such as keys, hat, ball... etc.

1.6.5. Short Films

Using short films means improving students listening and speaking through hearing the language and paying attention to the actors' accents, observing the environment, and reading subtitles if there are any. "Short films and films can help to improve language skills. For example, by building vocabulary, increasing attainment in writing, and improving the aural and oral competencies" (Herrero, 2016, p. 192). As it has been said, short films could be a useful way to engage students in language learning and enhance their communicative abilities.

Conclusion

The foregoing chapter was an attempt to discuss the speaking skill from its different sides, it tried to give a general overview concerning English language in Algeria. Moreover, this chapter presented some details about the four skills, about the importance of learning to speak, and about the importance of learning speaking and about the activities a teacher should do to promote the oral proficiency of EFL learners.

The second chapter will shed light on the role of short films in teaching speaking and to what extent could they be helpful to develop the target skill.

Chapter Two: The Use of Short Films in EFL Context

Introduction

At the educational level, technology has made a new revolution. It is now considered as one of the biggest challenges a foreign languages teacher may face during its application in classrooms. Khatoony and Nezhadmehr (2020) argued that despite all the positive feedback concerning the implementation of technology, many challenges need to be highlighted such as learners' and parents' limited awareness about the use of technology, and differences in connectivity limitations around the world. Technology has always been a big help for students who do not get sufficient opportunities to improve their skills; listening and speaking most precisely. In English language teaching, language laboratories have been in use for decades through reel to reel tapes, recorders, and cassettes. Mariduena (2014. p, 16) stated that "perhaps the first lab was at the University of Grenoble. In the 1950s up until the 1990s, there were tape-based systems using reel to reel or (latterly) cassette ". Then, since the late 60s, computers became the most widespread tool that aids foreign language learners. "Computers were introduced to the language learning field in the 1960s (ibid) as CALL (Computer Assisted Language Learning), and many enthusiasts strongly advocated their use". (Almahroqi & Troudi, 2014. p, 01).

Besides these several types of help, short films have been used these recent years as a means of teaching and motivation. Mirvan (2013) argued that English movies are a fun way to follow in EFL classrooms. Thus, short films are now considered as necessary as the other types of films and videos. This chapter seeks to explore a particular side of this material in relation to EFL classrooms and speaking skill

2.1. Definition

The American Academy of Motion Picture Arts and Sciences defines a short film as "an original motion picture that has a running time of 40 minutes or less, including all credits". This definition is a vague one, and neither touches this genre's social and commercial significance nor classifies the vast amount of cinema types can be described as a short film" (Kamardin, 2013, p. 06). Concerning ELT, Stempleski and Tomalin (2001) stated that films motivate students to improve their English language by observing the scenes, by knowing and then describing what is going on using their own words. That is to say; these films make an atmosphere that can push students to express and talk more without any complexity. According to Sherman (2003), the diversity of the use of short films leads to a films' incorporation in different types of learning in the classroom. In other words, short films can be multi-used and integrated in different tasks. For example, they can be used for enjoyment, or as a stimulus that can help in many activities such as listening comprehension.

2.2. Modern Techniques in Teaching:

In the 21st century, teaching English as a foreign language (EFL), classrooms see updates in technological tools and materials that are in line with the development of the times. Materials in language teaching are fundamental aids in the way that they constitute the source of the input instilled in learners. According to Tomlinson (1998)

materials refer to anything that is used by teachers and learners to facilitate the learning of language. Materials could obviously be videos, DVDs, emails, YouTube, dictionaries, grammar books, readers, workbooks or photocopied exercises; they could also be newspapers, food packages, photographs (p. 2).

Materials also should be up to date with the developments of the times, with the advent of the developments a new set of modern materials arose in teaching speaking skill. Some of the

modern techniques in teaching speaking are: songs, overhead projector slides, videos and films.

2.2.1. Songs

The use of music and songs can stimulate very positive in the learning process. According to Snell-Hornby (1990), “a song is a piece of music with words that is sung. Song is also a great language package that bundles culture, vocabulary, listening, grammar and a host of other language skills in just a few rhymes. Songs can also provide a relaxed lesson” (p.124). Having music in the background during lessons is very successful in most context, teachers use songs in the classroom as a technique to bring a fun, enjoyable element to their student in all ages. The teacher design lessons containing popular songs in the target language in order to create a motivating atmosphere in the classroom, in as much motivation is an essential condition in the learning process. In this vein, Ball (1995) explains that “there are only three things of importance to successful learning: motivation, motivation and motivation [...] any fool can teach students who want to learn” (p. 5, cited in Chambers, 1999). Songs also help student to be brave and fearless in classroom interaction and participation, especially if the teacher chooses the appropriate song. According to Cebula (2003), adding songs encourage learners to speak English without the fear of making mistakes. One can understand that all music use, including listening or any other practices are enjoyable experiences, and using it in the learning process can make learning more enjoyable, put the learner in a relaxed position, more attentive, and therefore, more receptive to learning.

2.2.2. Overhead Projector

One of the new techniques in teaching is the overhead projector (OHP). This technique becomes so popular among teachers and trainers in all over the world, they use it for presenting lectures and workshops, it is also known as ‘Data Show’, Oxford Advanced Learners Dictionary defined it as “a piece of equipment that projects an image into a wall or

screen so that many people can see it". Overhead projector provides teachers and learners with many benefits in the way that the teacher can easily transfer various images through it. Besides, teacher can show some lecture contents as a miniature entrance to the lesson in order to make his/her students guess what the lecture is about (what's next for example), he easily to blank out what he wants to. According to Sparks (1981), an overhead projector is characterized by:

- ✓ The overhead projector is designed to be used in front of the viewing audience, thus permitting the presenter to maintain eye contact with the audience at all the times.
- ✓ The overhead projector features an efficient optical system that projects images bright enough to be seen in a normally lighted room.
- ✓ On-the-spot review and repetition of material can be easily accomplished through the use of overhead transparencies.
- ✓ The rate, sequence, and even content of projected materials can be quickly and easily adapted by the presenter in order to meet the needs of the audience.

(Sparks, 1981, p.11)

Overhead projector is a beneficial material since it saves effort and time at the same time and easy to use.

2.2.3. Videos

Videos became an alternative form in teaching platform, especially by the emergence of information communication technology. According to Herrero and Escobar (2018), "...video making are gradually achieving important as effective tools in foreign language teaching" (p. 198). That is to say that videos are considered as a useful tool in the teaching and learning process, in the way that they play a vital role among other used tools. Videos add an extra dimension to the learning progress since students hear and see the speaker. In this vein, Harmer (2001) pointed out that

One of the main advantages of video is that students do not just hear language, they see it too. This greatly aids comprehension, gestures and other visual clues. Thus, we can observe how intonation can match facial expression. All such paralinguistic features give valuable meaning clues and help viewers to see beyond what they are listening to, and thus interpret the text more deeply (p. 282).

Videos also affect student feelings in a strong way, the teacher in this situation can create a comfortable atmosphere in his classroom because as long as students feel comfortable as they will be more active and productive. Berk (2009) supported the idea and stated that “a video can have a strong effect in your mind and senses” (p.2), so that teachers should take advantage of this point because of its positive results in their learning process.

2.2.4. Films

According to Hornby and Cowie (1995), a film is a chain of recorded pictures and sounds released on TV or at the cinema. Nowadays watching films became not only about pleasure; it also became a trending technique in teaching and learning. Teaching using films combine at the same time, both pleasure and learning. With regards to this point, Tovmasyan (2014) claimed “nowadays videos, films and TV are not only part of people’s daily activities, but they also have become an important part in our education both inside and outside the classroom” (p. 197). There are many types of films that can be used in language teaching/ learning, here are three main types of films, these types are: trailers, feature films and short films.

2.2.4.1. Trailers

The first type of films is Trailers. Hornby and Cowie (1995) defined the term ‘trailers’ as the gathering of series scenes from a movie, a film or a television program which usually shown before screening it in order to advertise it. In other words, a trailer generally is like a proclamation for a certain movie or a film which summarise the main ideas in a series of

scenes which is usually too short. Trailers traditionally used in the classroom in pre-watching film; it is like giving the principal (core) scenes of the whole movie in a short time, it is for preparing students or giving them an idea of what the film they are going to watch is about. Trailers offer students suspense and generate interest inside the class. The teacher also can show his/her students more than one trailer in a short time and allow them to choose the trailer they like most to work on it.

2.2.4.2. Feature Films

The second type of films is feature films (feature-length films) (FFs), which are films with a running time long enough to be considered the principal or sole film to fill a program. Feature films are one of the trends techniques used in teaching foreign languages. Bouzenoun (2018) declared “one of the most common methods for teaching English as a foreign language worldwide is through the use of feature films” (p. 6). Feature films were not, in the past years, used for teaching and learning but for pleasure in cinema or TV, and while learning process needs such kind of pleasure, using feature films inside the classroom give learners a kind of motivation which affect them positively. In this concept, Tomalin (1986) said that films “help bring the outside world into the classroom” (p. 9). Using feature films raise student self-confidence and give them boldness to interact more inside the classroom. According to (Stempleski & Tomalin, 1990; Hill, 1991) using English films as authentic materials could help learners communicate with each other without being afraid of making mistakes and thus learning from each other (as cited in Bouzenoun, 2018). By adding the use of FFs to various learning methods, teachers avoid the spread of boredom inside the classroom, which usually occur because of the use of traditional methods. By using multiple methods in teaching, teachers address all the learning methods that suit every student and –in a certain way- satisfy all tastes, as Gregg (1995) stated that students can have a variety of learning styles. Some learn well using a textbook, while others prefer to hear an instructor verbalize material.

2.2.3. Short Films

The last type is short films, which are any film that is not long enough to be considered as a feature film. Short films are a technique used by teachers in their classrooms nowadays, studies have proven the effectiveness of the audio-visual techniques in teaching like short films. In this vein, Herrero and Escobar (2018) declared that “overall, research over the last 15 years into the impact of multimodal audio-visual texts on language learning has identified positive benefits” (p. 192). Short films are one of the multimodal audio-visual texts that Herrero talked about. Short films have a makeable improvement in learning language skills. For example, if the short film is silent, then the teacher asks students to narrate what the short film was about (e.g., on the spot), here speaking skill is addressed.

Moreover, Herrero and Escobar (2018) stated that “short films and films can help to improve language skills (for example by building vocabulary, increasing attainment in writing, and improving the aural and oral competences)” (p. 192). In addition to the diversity of its uses, short films are not time-consuming. In this vein, Sherman (2003) stated that short films are generally longer than one minute and shorter than 10 minutes the versatility of their use allows incorporating film in different types of learning sessions in the classroom.

Among all the various types of films, short films are the chosen one. The reason behind selecting short film is that this kind of films might serves both learners and teachers; in the way that it is not time-consuming since the learner can watch it and do the exercises in just one session, which is the opposite of, for example, feature films which take the whole session only in watching (sometimes one session is not enough) so it waste the time of both teacher and learner, Chan and Herrero (2011) support this idea by saying that showing an entire feature film may lead to cognitive overload and is often not possible given timetable constraints, in contrast, a short film can be shown in its entirety easily within one class. They can have a significant dramatic impact than feature film, which often lose their impact by

being viewed over several sessions. Another reason for choosing a short film is that it avoids the appearance of boredom inside the classroom; instead it motivates learners. Last but not least, short films can be used in many diverse ways, depending on the skill wanted to be focused on or improved.

2.3. Characteristics of Short Films

Short films as a modern technique which exploited in language teaching contain particular characteristics. Those characteristics set it apart from other methods and techniques that are used in teaching. Main features of the short film are explained in the following section:

Short films are films that are easy to edit and use inside the classroom. Short films can be used in different ways and controlled easily, it can be used silent, or almost silent have a little short dialogue. Teachers usually edit the film they use in order to focus on a particular skill rather than other skills. In this vein, Chan and Herrero (2011) said creative workshops for students, integrating ICT and filmmaking techniques with language learning [...] making a short film using various techniques (for example stop motion animation); editing the short film using various tools and software (for example titles, transitions, sound, special effects, etc.) (p. 129). That is to say, short films as a teaching material is adjustable, this adjustment can be made in most of the aspect like stop motion animation, sounds, transition, titles. Adjustment in short film is a kind of easy controlling of the film inside the classroom, which resulted in effective learning and comfortable platform in the classroom.

Short films offer a complete narrative in a short space of time. Even though short films are no more than 15 minutes, but it gives adequate information in an entire narrative in a short time. In this vein, Tovmasyan (2014) claimed that “two minutes of video material (news release or an ad) can provide an hour of classroom work, [...] exercises” (p.198). Short films can be shown in its entirety easily within one class since it takes short space of time; its

shortened never diminishes its effectiveness. According to Tovmasyan (2014), “a five-minute sequence from a film may contain more than enough language materials for the students to cope with...” (p.198). That is to say; short films are a kind of concise and precise method that caters all students’ needs in a short time. Kabadayi (2012) declares that: “thanks to its time, its story is created briefly and economically and this provides focusing on the desired subject” (p.317).

Short films focus on a single idea which makes them excellent prompts for oral communication and writing activities. Many short films deal with contemporary subjects and issues for example like racism and human rights; these subjects are relevant to student lives, so they become perfectly capable of these subjects and engaged in dealing with these subjects and engaging in a wide range of conversational activities, in this way their oral communication raised. In this vein, Herrero and Escobar (2018) argued that “overall, research over last 15 years into the impact of multimodal audio-visual texts on language learning has identified positive benefits. For example, films can help to: improve language skills (for example, by building vocabulary, increasing attainment in writing, and improving the aural and oral competences” (p. 192). Short films also considered as excellent prompts for writing activities. Writing activities like writing an alternative ending or writing from the perspective of one of the characteristics, which student find it enjoyable and motivational.

2.4. Aspects to be considered in Choosing Short Films

Before deciding which type of short films is better to be implemented for EFL students, teachers have to take into consideration the following aspects:

2.4.1. Proficiency Level of Students

The first factor that has to be taken into consideration when choosing a short film is the students’ level of knowledge of the language. In this point, Gvozdeyeva (2004) argues that efforts should be made to ensure that students enjoy the film through their understanding of

the language and not only through the other aspects of the film. Thus, students' level of language proficiency is still regarded as a serious problem because not all of them have the same knowledge and skills. In fact, it is the role of the instructor to design a task for his/her students in order to get an idea about their average level and use that as a benchmark for selecting a film that satisfy all students.

2.4.2. Duration of the Film

The second important aspect that has to be considered in the choice of short films is the length of the film. A short film is basically any film that is too short to be considered a feature film. Academy of Motion Picture Arts and Sciences stated, concerning short films rules, "an original motion picture that has a running time of 40 minutes or less, including all credits"(2018, p. 1). Short films which are longer than thirty minutes but not much more than two hours are recommended. This is because the short film should be watched thrice. The special effects, music, actors, and all other aspects of a movie are irrelevant; the only thing that is relevant to defining a film as a "short film" is simply its length. Csajbok-Twerefou (2010) claimed that "sometimes there are very interesting and useful television serials. However, because of the limited time in the classroom, they may not be the best for oral classes but could be good for oral exercises. Such films could be given to the students to watch during their leisure time" (p. 64).

2.4.3. Cultural Sensitivity

The third aspect is the difference between the students' original culture and the culture of the country about which the short film is made or in which it is set. It is essential to raise students' cultural sensitivity and awareness toward different cultures in the world by exposing them to watch the cultural differences among people. By doing so, students will learn how to demonstrate respect and appreciation to the other cultures. Therefore, instructors should be careful not to choose short films that seem to portray negative aspects about the

foreign cultures since they may not depict the whole truth. For example, many films in Africa and Ghana to be specific portray the consultation of "spiritualists" and "mallams" in times of need, but that may not be the general practice in the country (Asamoah-Gyedu, 2003).

2.4.4. Subtitles

According to Boyko (2007), the use of subtitles should depend on the level of the students and the degree of difficulty of the phonogram of the film. The instructor may tend to keep subtitles in the short film as well as he may switch them off. However, watching short films without subtitles is regarded as the best way to improve the students' listening and speaking skills. It helps them to develop their comprehension and pronunciation skills.

2.4.5. Entertainment Value

Another critical aspect in choosing short films is the entertainment value. The instructor should select the type of short films that is interesting for his/her students and the one that fulfils the educational purposes as well. As a result, students will appreciate the short film and watch it with interest till the end. Furthermore, they will be excited to discuss the content with their teacher and exchange their point of views, which helps them to achieve their speaking proficiency level.

2.5. The Use of Short Films in EFL

The ability to understand the film motivates the participants and makes them more confident (King, 2002). To help form this ability and achieve these goals, teachers use short films in many useful ways making at the same time different types of tasks.

2.5.1. Preparation

This step includes the selection of the target film and creating activities about it to focus on the pedagogical goals behind these tasks.

2.5.2. Previewing

Before they started watching the film, the students engaged in some previewing activities, including guessing what the film was about from its title or keywords (Seferoglu, 2008). Students at this stage will have activities about predicting the film story and questions about keywords. For instance, if the film talks about conspiracy, the teacher will ask questions about conspiracies, if the students have heard of any. The previewing activities usually depend on the pedagogical goals that have been set by the teacher.

2.5.3. Viewing

While watching a film, students may lose their attention. This stage activities should help them to stay focused. Teachers may ask students to check their answers from the previous stage. According to Khan (2015), teachers may stop the film from time to time and ask questions concerning the conversations between characters.

For instance, after a particular scene, the teacher may ask questions like " why did the witness lie?", who said " i was with the victim last night? and to whom did he say that? «. Besides, they may also give students more than one chance to repeat the film.

2.5.4. Post Viewing

Khan (2015) stated that students might participate in overall discussions about the film and its major events. After watching the film, creating groups debates is the best task to enhance student's communicative skills. Teachers may also make some activities to explore the film's ideas. This can widen the student's imagination as well as enhancing their oral capacities. As a special task for more collaborative work, students may conduct role plays by repeating some of the film scenes and relive the characters moments. This will come with more tangible results

2.6. Potential Problems Encountering the Use of Short Film

The emergence of the use of short films as a teaching material inside the classroom brings potential problems that face both teachers and learners. Those potential problems impede the proper functioning of the education process. Here are the main problems that occur while using short films.

The first problem is that teachers may find it challenging to choose the appropriate film. The selection of the appropriate film that fits both classroom and students by the teacher is very difficult, because of that teachers should take some criteria into account while selecting the right film. Wang and Zhang (2012) mentioned some potential problems with the use of films, they put some criteria in selecting the suitable film including “difficulty, the time length” (p. 1011). One can understand that difficulty manifests itself in the way that movie should not be too easy nor too difficult or it become helpless for student because of that, the teacher should take this point into account. Moreover, Wang and Zhang (2012) argued that the movie should not be too long instead it should be enjoyable; long movies make student lose their concentration, and the same result will appear if the subject of the movie is not enjoyable for the student (for example choosing a horror movie) like choosing a comedy movie. the movie should not be too long instead it should be enjoyable; long movies make student lose their concentration, and the same result will appear if the subject of the movie is not enjoyable for the student (for example choosing a horror movie) like choosing a comedy movie.

The second point is that some teachers have machine phobia. Machine phobia is the irrational fear of machines; someone who suffers from this condition may find it extremely difficult operate or even be around machines. For instance, “some people have machine (e.g. DVDs, VCDs and overhead projector) phobia in the sense that they do not trust technology because of bad experiences they have had before” (Allan, 1985, p. 58). That is to say; teachers

expect all the time the breakdown – which cannot be ignored that they happened- of the machine they use and this how their phobia become exist. Also, another problem is lack of ICTs. Information and communication technology are essential aids for education nowadays that enhance the delivery of information. Mayer and Mayer (2005) define multimedia instructional message as “a communication containing words and pictures intended to foster learning” (p. 32). Teaching with short film requires the use of ICT, and the lack of such materials will cause a real problem in the teaching and learning process, lack of ICT is a spread problem our universities face. Furthermore, Bouzenoun (2018) claimed that the biggest challenges that make teachers hesitate to use films in their classes are [...] lack of ICT [...] classes.

Another problem is the use of films that are very difficult for student to understand. The difficulty in a certain film can occur, for example, in things like fast speech or unclear accent, difficult films make student feel disappointed as well as teacher. Teachers should select any films carefully and take into consideration the level of his student, because as we mentioned above too difficult films with an average level of student will not give good results. In this vein King (2002) stressed the importance of choosing appropriate movies in the way that they are not too complex for the level of understanding to students and the content should not be annoying to the students.

Conclusion

English teaching can always be challenging. Thus, an EFL teacher needs to be creative through motivating tasks and the use of attractive materials such as short films. This can provide the appropriate environment for the student to learn and behave, as Sankey (2006) argued that learners comfortably do their best in an environment that mirrors their predominant learning style. Kabooha (2016) stated that well-selected movie materials might

enhance student's language learning process and motivate them to learn the target language. A positive aspect about films in general is that they provide authentic input and real-life situations. Therefore, as mentioned above, students will interact better while and after watching the film by putting themselves into that smooth atmosphere.

Furthermore, this kind of materials reforms the student's creativity and behaviour, from passive to active. Despite the fact that using short films faces many issues, the good application of the film in the best conditions, with a well-planned activity could always be one of the undeniable ways to teach EFL and communicative skills. However, for better results, it still takes special efforts from teachers and students.

Chapter Three: Field Work

Introduction

This chapter represents the fieldwork of the current study, it investigates the use of short films in teaching the speaking skill to first-year students of English at Mohamed Seddik Ben Yahia University, Jijel. To do so, a description of the procedure followed in collecting data and choosing the target population and the sample will be provided. Next, the questionnaire for students, used as a data collection tool, is presented and analysed. The last section is concerned with the interpretation and discussion of the results of the study by way of answering the research questions.

3.1. Population and Sampling

The population targeted in this study is that of first-year students at Mohamed Seddik Ben Yahia University. The sample consists of class of 40 students that were randomly chosen from this population, on the basis of availability. In addition, our selection of the population level is based on the fact that first-year students have more chances to be exposed to the listening tasks inside their oral expression classes than other levels; these students have also been practising their oral skills through the use of short films.

3.2. The Students Questionnaire

3.2.1. Description and Administration of the Students Questionnaire

Due to the given pandemic circumstances, the questionnaire for students was designed online, and it was addressed to all first-year students of English at university of Mohamed Seddik Ben Yahia; however, only forty students responded to the questionnaire. It aims at investigating the use of short films to improve students' speaking skills. The questionnaire is

made up of twenty-two (22) closed questions, open-ended questions and multiple-choice questions. These questions are structured in three sections as follows:

The first section contains basic personal demographic information; including the number of years of studying English language at the university and the English language level of students (Q1, Q2). The second section is made up of eleven questions (Q3, Q4, Q5, Q6 Q7, Q8, Q9, Q10, Q11, Q12, and Q13) emphasizing the importance of the speaking skill. The third section entitled “The Use of Short Films in EFL Context” consists of nine questions (Q14, Q15, Q16, Q17, Q18, Q19, Q20, Q21 and Q22. It seeks to know students' attitudes and opinions about short films and their importance in developing communication skills.

3.2.2. Analysis of the Students Questionnaire Results

Section One: General Information

1. How long have you been studying English? (including this year)

- a. 1-4
- b. 5-8
- c. 9-12

Table 3.1.

Years of Studying English

<u>Option</u>	<u>F</u>	<u>%</u>
a.	21	52.5
b.	14	35
c.	5	12.5
Total	40	100

The table shows that 52.5% of the participants have been studying English for about 1-4 years. While 35% of them had more experience as students of English and only 12.5% participants have been studying English for more than eight years.

2. How do you consider your English language level?

- a. Beginner
- b. Intermediate
- c. Advanced

Table 3.2.

Participants' Level in English

<u>Option</u>	<u>F</u>	<u>%</u>
a.	4	10
b.	31	77.5
c.	5	12.5
Total	40	100

The majority of respondents (77.5%) believe they have an intermediate level in English. In contrast, 10% of the respondents consider their level as beginner; while 12.5% who have an advanced level.

Section Two: The Speaking Skill

3. The speaking skill is one of the most important language skills that EFL students have to develop.

Strongly agree ○ ○ ○ ○ ○ Strongly disagree

Table 3.3.*Students' Agreement on the Importance of Developing the Speaking Skill*

<u>Option</u>	<u>F</u>	<u>%</u>
Strongly agree	25	62.5
Agree	3	7.5
Neutral	4	10
Disagree	2	5
Strongly disagree	6	15
Total	40	100

Most of the respondents (70%) opted for the agreement on the importance to develop the speaking skill for EFL students. However, 20% chose the options of disagreement and 10% did not take a side.

4. How do you consider your oral speaking performance?

- a. Excellent
- b. Good
- c. Average

Table 3.4.*Students' Oral Speaking Performance*

<u>Option</u>	<u>F</u>	<u>%</u>
a.	6	15
b.	23	57.5
c.	11	27.5
Total	40	100

The table above shows that 57.5% of the students have a good proficiency level in the oral speaking performance. Only 15% of them have an excellent performance and 27.5% of students considered their level as an average.

5. Do you think, as a student, that the time allotted to oral expression module is sufficient?

- a. Yes
- b. No

Please, justify your choice.

.....

Table 3.5.

Sufficiency of Oral Expression Time

<u>Option</u>	<u>F</u>	<u>%</u>
a.	10	25
b.	30	75
Total	40	100

Most of the respondents (75%) are not satisfied with the time allotted to oral expression module. Only 25% thought that this module has sufficient time.

6. What are the difficulties you face while developing the speaking skill? (you can tick more than one answer)

- a. Lack of vocabulary
- b. Poor speaking practice
- c. Pronunciation difficulties
- d. Interference of mother tongue
- e. Others, please, specify.

Table 3.6.

Difficulties Facing Students when Developing their Speaking Skills

<u>Option</u>	<u>F</u>	<u>%</u>
a.	20	50
b.	10	25
c.	4	10
d.	6	15
e.	-	-
Total	40	100

50% of the respondents said that the lack of vocabulary is the main difficulty they face when developing their speaking skill. However, 25% of them considered poor speaking practice as one of the main problems they face while speaking English. The other participants chose pronunciation difficulties with the percentage of 10% and the interference of mother tongue with 15%.

7. Which of the following techniques do you prefer to improve your speaking skill? (you can tick more than one answer)

- a. Role-plays
- b. Interviews
- c. Storytelling
- d. Films or videos
- e. Others, please specify

Table 3.7.

Preferable Techniques to Improve Students' Speaking Skill

<u>Option</u>	<u>F</u>	<u>%</u>
a.	21	52.5
b.	11	27.5
c.	4	10
d.	6	15
e.	-	-
Total	40	100

The results show that most students (52.5%) preferred to improve their speaking skill through role-plays. While, 27.5% of them chose the use of interviews and 15% preferred the use of films and videos to develop their speaking proficiency. While, some students specify other techniques, including talking to native speakers, music, and standing in front of a mirror then make conversations with one own self.

8. Do you feel like you are improving your oral skills after every oral expression session?

- a. Yes
- b. No

Please, justify your choice.

.....

Table 3.8.

Students' Improvement after Every Oral Expression Session

<u>Option</u>	<u>F</u>	<u>%</u>
a.	29	72.5
b.	11	27.5
Total	40	100

The majority of the students (72.5%) feel their oral skills' improvement after every oral expression session. Only 27.5% did not see an improvement in their oral skills.

9. How often do you feel comfortable using English outside the classroom?

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

Table 3.9.

Students' Relief with Using English outside the Classroom

<u>Option</u>	<u>F</u>	<u>%</u>
a.	18	45
b.	10	25
c.	6	15
d.	6	15
e.	-	-
Total	40	100

It is clearly indicated that the majority of the respondents (70%) always and/or often feel comfortable when they use English outside the classroom. The other 30% of the respondents are sometimes and/or rarely when they feel comfortable when speaking English.

10. If the listener does not understand, do you try to repeat what you said in other words?

- a. Yes
- b. No

Please, justify your choice.

.....
Table 3.10.

Students' Repetition of their Talk

<u>Option</u>	<u>F</u>	<u>%</u>
a.	39	97.5
b.	1	2.5
Total	40	100

97.5% of the participants opted for the first option as they try to repeat their talk in other words in case the listener does not understand. Only one student answered by refusing repetition.

11. How often do you pay attention to similarities and differences between English and your mother tongue while speaking?

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

Table 3.11.

Students' Differentiation between English and Arabic while Speaking

<u>Option</u>	<u>F</u>	<u>%</u>
a.	3	7.5
b.	12	30
c.	14	35
d.	10	25
e.	1	2.5
Total	40	100

As it is demonstrated in the table, most of the students pay their attention to the similarities and differences between English and their mother tongue (Arabic) while speaking. However, they differ in the degree of paying attention (35%: sometimes; 30%: often; 7.5%: always). Yet, 25% of them rarely when they distinguish between their mother tongue and the target language when speaking.

12. When you do not understand, do you usually ask the speaker to slow down or to repeat?

- a. Yes
- b. No

Please, justify your answer.

Table 3.12.

The possibility of Asking for Repetition in the Case of non-understanding

<u>Option</u>	<u>F</u>	<u>%</u>
a.	35	87.5
b.	5	12.5
Total	40	100

The table shows that 87.5% of the participants ask for repetition when they do not understand the speaker. Only five participants chose the second option.

13. Do you need some kind of motivation or encouragement to speak in English?

- a. Yes
- b. No

Please, justify your choice.

.....

Table 3.13.

The Need for Motivation to Speak in English

<u>Option</u>	<u>F</u>	<u>%</u>
a.	24	60
b.	16	40
Total	40	100

Most of the respondents (60%) preferred to be motivated or encouraged to speak English. Whereas, 40% did not need any kind of motivation to speak this language.

Section Three: The Use of Short Films in EFL Context

14. How many short films do you have ever viewed?

- a. None
- b. 1-5
- c. Over 5

Table 3.14.*The Number of Times for Viewing Short Films*

<u>Option</u>	<u>F</u>	<u>%</u>
a.	5	12.5
b.	25	62.5
c.	15	37.5
Total	40	100

The results show that most students (62.5%) watch short films for about 1-5 times and 37.5% watch them for more than 5 times.

15. What kind of short films does your teacher usually use?

- a. Comedy
 b. Horror
 c. Drama
 d. Documentary

Table 3.15.*Kinds of Short Films Used by Teachers*

<u>Option</u>	<u>F</u>	<u>%</u>
a.	12	30
b.	-	-
c.	5	12.5
d.	23	57.5
Total	40	100

57.5% of the students opted for documentaries as the most type of short films used by their teachers inside the classroom. Twelve students, with the percentage of 30%, chose comedy and only five students chose drama as the kinds of short films to be taught.

16. Do you prefer learning English with the use of short films?

a. Yes

b. No

Please justify your choice.

Table 3.16.

Learning English with the Use of Short Films

<u>Option</u>	<u>F</u>	<u>%</u>
a.	36	90
b.	3	7.5
No answer	1	2.5
Total	40	100

This table shows that the majority of students (90%) prefer to learn English with the use of short films. Only three students do not prefer the use of short films in the process of learning English and one student did not provide any answer.

Students who prefer the use of short films in learning English provided the following justifications:

- They consider short films as an enjoyable tool which makes the process of learning easier and more interesting.
- They like the fact that short films are succinct which attract their attention.
- Most of the students agree that short films provide them with the opportunity to improve their language skills, particularly vocabulary, pronunciation, and speaking and listening skills.
- Students like the fact that short films offer a closer look at how and where English native speakers use this language.
- They stated that short films help them to learn and enjoy at the same time since this kind of films is neither boring nor entirely informative.

Other students who did not prefer learning English with the use of short films stated that they prefer other kinds of TV shows to enhance their language skills.

17. Which of the following modern techniques are mostly used in teaching the speaking skill at your university? (you may choose more than one option)

- a. Songs
- b. Overhead Projector Slides
- c. Videos
- d. Films
- e. Others, please specify

Table 17.

Modern Techniques that are Mostly Used in Teaching the Speaking Skill

<u>Option</u>	<u>F</u>	<u>%</u>
a.	3	7.5
b.	5	12.5
c.	8	20
d.	0	0
e.	3	7.5
None	2	5
a.+ b.	1	2.5
a.+ c.	6	15
a.+ d.	1	2.5
a.+ c. +d.	3	7.5
b.+ c.	5	12.5
b.+ c.+ d.	1	2.5
c.+ d.	2	5
Total	40	100

The results displayed in this table show that fist-year students of English at the university of Jijel agree that the oral expression teachers use different modern techniques in order to teach the speaking skill. 62.5% of the respondents chose videos as the most teaching

technique used to teach the oral speaking skill [c.=25: (c.:8) + (a.+c.:6) + (a.+c.+d.:3) + (b.+c.:5) + (b.+c.+d.:1) + (c.+d.:2); 62.5%] . However, 35% of the students chose songs [a.=14: (a.:3) + (a.+b.:1) + (a.+c.:6) + (a.+d.:1) + (a.+c.+d.:3); 35%], and 30% of them opted for overhead projector slides as they are widely used to teach them the speaking skill [b.=12:(b.:5) + (a.+b.:1) + (b.+c.:5) + (b.+c.+d.:1); 30%]. Finally, films were another option that has been chosen with the percentage of 17.5% [d.=7:(a.+d.:1) + (a.+c.+d.:3) + (b.+c.+d.:1) + (c+d.:2); 17.5%].

18. Short film is an effective modern technique which can be used in language teaching.

Strongly agree ○ ○ ○ ○ ○ Strongly disagree

Table 3.18.

Students' Agreement on the Effectiveness of Short Films as a Teaching Language Technique

<u>Option</u>	<u>F</u>	<u>%</u>
Strongly agree	19	47.5
Agree	7	17.5
Neutral	8	20
Disagree	2	5
Strongly disagree	4	10
Total	40	100

The majority of the respondents (65%) chose the options of agreement on the effectiveness of short films in English language teaching. While, 15% of the respondents chose the options of disagreement and 20% of them were neutral.

19. To what extent could listening to short films reflect your speaking level?

- a. High
- b. Medium
- c. Low

Table 3.19.*The Reflection of Listening to Short Films on the Students' Speaking Proficiency*

<u>Option</u>	<u>F</u>	<u>%</u>
a.	13	32.5
b.	23	57.5
c.	4	10
Total	40	100

It is indicated that 57.5% of the participants believed that listening to short films has an average reflection on the students' speaking proficiency. Whereas, 32.5% of the participants claimed that listening to short films could reflect to a great extent on the students' speaking performance.

20. Do you believe that short films can help you to overcome your weaknesses in speaking?

a. Yes

b. No

Please, justify your choice.

Table 20.*Students' Beliefs about the Role of Short Films in Overcoming their Speaking Weaknesses*

<u>Option</u>	<u>F</u>	<u>%</u>
a.	34	85
b.	5	12.5
No answer	1	2.5
Total	40	100

The table above shows that 85% of the students believe that short films help them to overcome their weaknesses in speaking. On the other hand, five students did not believe in the effectiveness of short films.

Justifications:

Students who believe in the effectiveness of short films claimed that short films really help in improving the different language skills especially pronunciation; however, those who said the opposite declared that practice and the discussion made after watching short films are much needed in order to overcome their weaknesses in speaking.

21. To what extent do you agree with the following statements?

	Agree	Neutral	Disagree
a. Short films are easy to be edited and controlled.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. They offer a complete narrative in a short space of time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Short films focus only on a single idea.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Most of short films deal with contemporary subjects and issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Short films are an excellent strategy to improve oral communication and writing activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Short films are enjoyable instruments to study with.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Short films provide you with enough exposure to authentic language in use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. The use of short films develops the learners' speaking skill.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Table 3.21.

Characteristics of Short Films

Options	Agree		Neutral		Disagree		Total	
	N	%	N	%	N	%	N	%
a.	23	57.5	11	27.5	6	15	40	100

b.	26	65	12	30	2	5	40	100
c.	12	30	14	35	14	35	40	100
d.	18	45	14	35	8	20	40	100
e.	30	75	8	20	2	5	40	100
f.	36	90	3	7.5	1	2.5	40	100
g.	28	70	7	17.5	5	12.5	40	100
h.	33	82.5	5	12.5	2	5	40	100

From the table above, it is clearly indicated that students prefer the use of short films to learn and improve their speaking skills since 57.5% of them claimed that short films are easy to be edited and controlled, 65% agreed that short films offer a complete narrative in short space of time, and 45% of them agreed on the idea that most of short films deal with contemporary subjects and issues. Moreover, a high degree of agreement lies on the other characteristics of short films with the percentage of 75% to those who considered short films as an excellent strategy to improve oral communication and writing activities, 90% to those who considered them as enjoyable instruments to study with. Hence, 70% of the students claimed that short films provide them with enough exposure to authentic language in use, and 82.5% of them agreed on using short films to develop their speaking skills.

22. Please, add any comment (s) or suggestion (s) you see relevant to the topic.

Concerning this question, many students did not answer. However, the respondents suggested that short films should be well selected with content of purpose, clear ideas, and differences. While, others said that despite the usefulness and benefits of short films in learning speaking, it will always be insufficient without practice and self-confidence.

3.2.3. Interpretation and Discussion of the Student Questionnaire

Q1 showed some differences concerning years of studying English, which may be a reason in learners' English level disparity, as was shown in Q2 and Q4. Q3 revealed that learners are aware of the importance of speaking skills. Consequently, they want more time in oral expression module as Q5 has shown. Q6 showed that the majority of students face vocabulary problems, this could be a result of teaching methods and students attitudes. Q7 demonstrated that the majority of students prefer to learn with videos and films because audio-visual tools are enjoyable and provide a variety of language input. Q9, Q10, and Q11 showed that most learners are generally confident, not afraid of making mistakes, and try to focus more on pronunciation.

Q14, Q15, Q16, Q18, Q19, and Q20 demonstrated that students are familiar with short films and aware of its effectiveness and importance.

3.4. Overall Analysis of the Result

From the analysis of this questionnaire, many results have been obtained about the topic. One of the most significant results is that short films can be a useful tool to improve students' oral skills. From the students point views in comments, it is clear that they are highly motivated by learning with short films, they see them as an interesting, fun, and convenient tool to enhance not only speaking, but also the other language skills. In this sense, films are motivational tool that helps in improving learner's English language by providing English real-life context through native's different accent and dialects variety (Stempleski & Tomalin, 2001).

Additionally, this analysis comes up with the fact that students will always have a different attitude toward teaching techniques. The majority of students share a positive attitude toward the use of short films as a pedagogical tool. They are interested in technology and audiovisual aids in particular.

The teacher role is to select the most appropriate short films with the variation on language input, in addition to an adequate knowledge for their implementation.

More importantly, the students seem aware of the diverse content that short films can offer, concerning language input and accents, environment, and body language.

According to the findings, the major problem is the insufficient time of oral expression, through students' comments, we can see that this module needs more hours per week. Besides, teachers should be more friendly, and the oral tasks should be tailored to what can strengthen the relationship between short films and oral proficiency among students.

Conclusion

This chapter represents the practical part of the study investigating the use of short films to improve students' speaking skills. The results obtained from the research instrument used, a questionnaire for students, lend credence to the assumptions that both teachers and students welcome the use of this tool in the pedagogical settings and that their use noticeably improve students' speaking skills.

General Conclusion

1. Putting it all Together

The main purpose of the present study is to explore the impact of using short films in language teaching and learning on students' speaking skills. Thus, the research findings show that learners are interested in such use of technology and aware of short films pedagogical benefits. The thesis is made up of two parts: two chapters form the theoretical part and a practical part.

The first chapter is devoted to get a clear idea about speaking in general. At the very beginning, it takes a quick look at the English language teaching in Algeria throughout the years. Then, it argues about the essence of speaking during the process of learning a foreign language, outlines the functions and characteristics of this skill, and introduces some convenient tasks a teacher needs to do to enhance students' oral abilities.

While, for a better understanding of the relationship between the two variables that form this thesis, chapter two covers the term short films with its different characteristics and aspects. Moreover, it discusses the main potential problems that face both teachers and learners while using SF in classroom.

The practical part deals with presenting and interpreting the data gathered from the students' questionnaire. It provides us with a close look at learners' attitudes toward the use of this modern tool. It also supports what was hypothesized before that if short films are used in teaching languages, students' oral skills will be improved.

All in all, this research tries to show the significance of speaking as a language skill and demonstrate the efficiency of short films as a technique to learn this skill. However, the extent to which this tool could be useful depends on its effective implementation.

2. Pedagogical Recommendations

As the results have shown, there is a connection between short films and speaking skill. Accordingly, the following recommendations are made to help both teachers and learners for a beneficial use of short films.

✓ Teachers should know the right ways to use SFs in order to achieve the pedagogical goals. They could get special trainings or online courses for better results.

✓ The role of teachers should be crucial in encouraging students to talk then guide them and correct their spelling mistakes.

✓ Teachers need to choose the type of films that includes a variety of language and communicative input.

✓ Students should be ready to study with such tools and be aware as well as their teachers of its importance.

✓ While using short films, students need to work more on their listening skills in order to smoothly improve their speaking abilities.

✓ Both teachers and learners are suggested to try and make short films but in a simple way : a camera phone and a script could be enough. Making their own short film provide a deeper understanding of the film, bring more practice for students and help them getting self-

confidence. It could also provide the teacher with more kind of tasks and more opportunities to get all students into practice.

✓ As a suggestion to administration and authorities, more language labs should be provided as well as the necessary materials such as microphones and video projectors. They should also make more workshops for the benefits of both teachers and learners.

3. Limitations of the study

This study faced many obstacles that need to be acknowledged; they are as follow:

✓ The participants: many participants were not cooperative and skipped some parts of the questionnaire, justifications in particular.

✓ Research tools: Despite the effectiveness of questionnaires, they can be insufficient for more reliable results. Some students may not respond in a profound way. That is why, in other conditions, in a world without covid-19, it would have been better if we used other research tools.

✓ The covid-19 pandemic: This was a worldwide issue that nearly ended all kinds of activities and led, at the end, to the closure of universities and libraries, and transportation disruption.

References

- Allan, M. (1985). *Teaching English with video*. London: Longman.
- Al-Mahrooqi, R. I. and Troudi, S. (2014). *Using Technology in Foreign Language Teaching*.
- Asamoah-Gyadu, J. K. (2003). Blowing the cover: Media projections of religious functionaries/specialists in an African context. *Legon Journal of the Humanities: University of Ghana, 14*, 1-20.
- Bachman, L. F., & Palmer, A. S. (1996). *Language testing in practice: Designing and developing useful language tests* (Vol. 1). Oxford University Press.
- Belhabib, I. (2015). *Difficulties encountered by students in learning the productive skills in EFL classroom and the relationship between speaking and writing* (Master's thesis). University of Abou Bekr-Belkaid, Tlemcen. Retrieved from <http://dspace.univ-tlemcen.dz/bitstream/112/7856/1/belhabib-imane.pdf>
- Benrabah, M. (2007). *Language in-education Planning in Algeria : Historical Development and Current Issues*.
- Berk, R. A. (2009). Multimedia teaching with video clips: TV, movies, YouTube, and mtvU in the college classroom. *International Journal of Technology in Teaching & Learning, 5*(1).
- Bouzenoun, A. (2018). The Constraints that Influence the Application of Feature Films in EFL Classrooms in Algeria. *Journal of Second Language Teaching & Research, 6*(2), 5-26.
- Boyko, S. (2007). <http://www.school.franklang.ru>.

Burns, A. and Joyce, H. (1997). *Focus on Speaking*. Retrieved from https://is.muni.cz/th/3229367/ff_m/THESIS_Solcova_text.pdf

Cambridge University Press.

Bygate, M. (2002). *Do we learn the big things first. Some issues in second language learning. Plenary address to Korea TESOL.*

Cameron, L. (2001). *Teaching languages to young learners*. Cambridge: Cambridge University Press. Retrieved from http://site.iugaza.edu.ps/akeshta/files/2014/12/Teaching_Languages.pdf

Cebula, D. (2003). *Songs and Rhymes in Language Teaching: after-school classes for teenagers.*

Celce-Murcia, M. (2001). *Teaching English as a second or foreign language (3rd Ed)*. Usa: Heinle & Heinle.

Chambers, G. (1999). *Motivating language learners*. Clevedon: Multilingual Matters Ltd.

Chan, D., & Herrero, C. (2011). *Using film to teach languages: a teachers' toolkit for educators wanting to teach languages using film in the classroom, with a particular focus on Arabic, Mandarin, Italian and Urdu.*

Csajbok-Twerefou, I. (2010). *The Role of Films in the Teaching of Foreign Languages. Legon Journal of the HUMANITIES, 21, 51-75.*

Dorathy, A.A. and S. N, Mahalakshmi. (2011). *Second Language Acquisition through Task - based Approach Role - play in English Language Teaching*. English for specific purposes world.

Fadilah, F. (2016). *Teaching Speaking By Role-play Activity.*

Fitzgibbon, H. B. and Wilhelm, K. H. (1998). *Storytelling in ESL/EFL classroom*.

Gregg, V. R. (1995). Using Feature Films to Promote Active Learning in the College Classroom. Retrieved from <https://scholar.google.com/>

Haohsiang Liao. <https://youtu.be/oUIGRmcnUtA>

Harmer, J. (2001). *The practice of English language teaching*. Longman.

Hayrie Kayi, A. (2014). Teaching Speaking: Activities to promote speaking in second language

Hedge, T. (2000) . *Teaching and learning in language classroom*. Oxford university press.

Retrieved from [https://www.oup.hu/THedge TeachingandLearning.pdf](https://www.oup.hu/THedge_TeachingandLearning.pdf)

Herrero, C. (2016). *Association (FILTA): A Multilingual Community of Practice*.

Herrero, C., & Escobar, M. (2018). A pedagogical model for integrating film education and audio description in foreign language acquisition. *Translation and Translanguaging in Multilingual Contexts*, 4(1), 30-54.

Hill, B. (1991). *Making the most of satellites and interactive video*. London: Centre for Information on Language Teaching and Research.

Hinkel, E. (2006). *Current Perspective on Teaching the four skills*.

Hornby, A. S. (2005). Oxford Advanced Learner's Dictionary. GYU

Hornby, A. S., & Cowie, A. P. (1995). *Oxford Advanced Learner's Dictionary* (Vol. 1430). Oxford: Oxford University Press.

- Kabadayi, L. (2012). The role of short film in education. *Procedia-Social and Behavioral Sciences*, 47, 316-320.
- Kabooha, R, H. (2016). Using Movies in EFL Classrooms: A Study Conducted at the English Language Institute (ELI), King Abdul-Aziz University
- Kamardin, E. (2013). *Short Films: Dispersive Effects of Clip Thinking*.
- Kayi, Hayriye. (2014). *Teaching Speaking: Activities to promote speaking in second language*.
- Khan, A. (2015). *Using Films in The ESL Classroom to Improve Communication Skills of Non-native Learners. ELT Voices*,5(4), 46-52.
- Khatoony, S. and Nezhadmehr, M. (2020). *EFL Teachers' Challenges in The Integration of Technology for Online Classrooms During Coronavirus (COVID-19) Pandemic in Iran*.
- King, J. (2002). Using DVD feature films in the EFL classroom. *Computer Assisted Language Learning*, 15(5),509-523.
- Mai, T.N.& Tuan, N. H. (2015). Factors affecting students' speaking performance. *Asian Journal of Education Research*, 3 (2), 9-10. Retrieved from <http://www.multidisciplinaryjournals.com>
- Mariduena, M. & Elizabeth, X. (2014). Thesis: How a Language Laboratory Improves the Teaching-Learning Process in the "San Rafael" Salesian Technical High School of Esmeraldas City in 2013.
- Mayer, R., & Mayer, R. E. (Eds.). (2005). *The Cambridge handbook of multimedia learning*. Cambridge university press.

Mirvan, X. (2013). *The advantages of using films to enhance student's reading skills in the EFL classroom*. Journal of Education and Practice, 4(13), 62-66.

Murcia, M. C. (Ed). (2001). *Teaching English as a second or foreign language (3th Edition)*. USA: Heinle & Heinle. Retrieved from https://www.academia.edu/36244291/Celce-Murcia_ed_-_Teaching_English_as_a_Second_or_Foreign_Language.pdf

Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge: Cambridge University Press. Retrieved from <http://catdir.loc.gov/catdir/samples/cam031/2001269892.pdf>

Nation, I. S. P. & Newton, J. (2009). *Teaching ESL/EFL listening and speaking*, 270.

Oxford learner's pocket dictionary. (2008). New York: Oxford University Press.

Purpura, J. E. (2004). *Assessing grammar*. Cambridge: Cambridge University Press. Retrieved from https://www.academia.edu/36580416/James_E._Purpura_Assessing_Grammar_Cambridge_La_BookFi.org

Liu, Q. X., & Shi, J. F. (2007). *An Analysis of Language Teaching Approaches and Methods-- Effectiveness and Weakness*. Online Submission, 4(1), 69-71.

Qureshi, I. A. (2007). *The importance of speaking skills for EFL learners*. Department of English, Alama Iqbal Open University, Pakistan. Psycholinguistics.

Rayhan, J. M. (2014). *The Impact of Using Role - play Techniques on Improving Pupils' Speaking Skill for Primary School*.

- Richards, J. C. (2008). *Teaching listening and speaking from theory to practice*. Cambridge: Cambridge University Press. Retrieved from <https://www.professorjackrichards.com/wp-content/uploads/teaching-listening-and-speaking-from-theory-to-practice.pdf>
- Seferoğlu, G. (2008). Using feature films in language classes, *Educational Studies*.
- Shen, L. and Suwanthep, J. (2011). *E-learning Constructive Role - plays for EFL Learners in China's Tertiary Education*.
- Shrouf, F. (2004). *Teaching and Improving Speaking Skill*. Philadelphia University.
- Sherman, J. (2003). *Using authentic video in the language classroom*. Cambridge: Cambridge University Press.
- Snell-Hornby, M. (1990). Linguistic transcoding or cultural transfer? A critique of translation theory in Germany. *Translation, history and culture*, 82.
- Sparks, J. D. (1981). *Overhead projection* (No. 10). Educational Technology.
- Stempleski, S., & Tomalin, B. (2001). *Plenary: Teachers versus Television: a Short History of Visual Media in ELT*. In *IATEFL 35-th International Annual Conf/S*. Stempleski, B. Tomalin.–Brighton (UK) (pp. 35-43).
- Stempleski, S. & Tomalin, B. (1990). *Video in action*. London: Prentice Hall International.
- Susanti. (2007). *Using Role - play in Teaching Speaking Skill*.
- Sundquist, J. (2010). *The Long and the Short of it: The Use of Short Films in the German Classroom*.
- Tomalin, B. (1986). *Video, TV and radio in the English class*. London: Macmillan.
- Tomlinson, B. (Ed.) (1998). *Materials Development in Language Teaching*. Cambridge:

- Tovmasyan, N. (2014). Video Materials and Films in the EFL Classroom. Retrieved from <https://scholar.google.com/>
- Turk, C. (2003). *Effective speaking: communicating in speech*. London: Spon press.
- Wallace, M. J. (1991). *Training Foreign Language Teachers*.
- Wang, Y., & Zhang, H. F. (2012). The application of English movies in higher vocational English teaching. *Sino-US English Teaching*, 9(3), 1010-1014.
- Wright, A. (1989). *Pictures for language learning*. New York, NY: Cambridge University Press.
- Zainil. 2005. *Good Language Learner Strategies and Communicative Language Teaching*. Padang: universitas Negeri Pandang (unp)
- Zemmouri, A. & Chemchem, M. (2018). *The Role of Youtube Videos in Teaching Oral Skills. The Case of Third Year Students at the Department of English, Mohammed Seddik Ben Yahia University*.
- Zhaqin, W. (2013). *Developing accuracy and fluency in spoken English of Chinese EFL learners'*. *English language teaching* vol.7, No.2; 2014. Canadian center of science and Education. Retrieved from: <https://files-eric.ed.gov/fulltext/EJ1075642.pdf>

Appendix

Questionnaire for students

Dear students,

The present questionnaire aims at investigating “The Effect of Using Short Films in Improving Speaking Skill”. Your willingness to fill it in will furnish us with the necessary data to bring our master’s dissertation to an end. Your answers and personal viewpoints should be treated anonymously and confidently.

Could you, please, read the questions carefully and tick the appropriate answer (s) (✓) or write full statement answers whenever necessary.

Part One

1. Specify your gender.

Male

Female

2. How long have you been studying English? (including this year)

..... years

3. How do you consider your English language level?

Beginner

Intermediate

Advanced

Part Two

1. What are the difficulties you face while developing the speaking skill?

(you can tick more than one answer)

Lack of vocabulary

Poor speaking practice

Pronunciation difficulties

Interference of mother tongue

Others (please specify):

2. Which of the following techniques do you prefer to improve your speaking skill? (you can tick more than one answer)

Roleplays

Interviews

Storytelling

Films or videos

Others (please specify):

3. Do you feel like you are improving your oral skills after every oral expression session?

Yes

No

Please, justify your choice.

.....

4. How often do you feel comfortable using English outside the classroom?

Yes

No

Please, justify your answer:

5. If the listener does not understand, do you try to repeat what you said in other words?

Yes

No

Please, justify your answer:

6. How often do you pay attention to similarities and differences between English and your mother tongue while speaking?

Always

Often

Sometimes

Rarely

Never

7. When you don't understand, do you usually ask the speaker to repeat?

Yes

No

Please, justify your answer:

8. Do you need some kind of motivation or encouragement to speak in English?

Yes

No

Please, justify your choice.

.....

Part three

1. How often do you watch short films?

Always

Sometimes

Rarely

2. What kind of short films does your teacher usually use?

Comedy

Horror

Drama

Documentary

Others

3. Do you prefer learning English with the use of short films?

Yes

No

Please justify your answer:

4. Which of the following modern techniques are mostly used in teaching the speaking skill at your university? (you can tick more than one option)

Songs

Overhead Projector Slides

Videos

Films

Others (please specify):

5. Short film is an effective modern technique which can be used in language teaching.

Strongly agree

Strongly disagree

6. To what extent could listening to short films reflect your speaking level?

High

Medium

Low

7. Do you believe that short films can help you to overcome your weaknesses in speaking?

Yes

No

Please, justify your choice.

.....

8. To what extent do you agree with the following statements?

Agree Neutral Disagree

a. Short films are easy to be edited and controlled.

b. They offer a complete narrative in a short space of time.

c. . Short films focus only on a single idea.

d. . Most of short films deal with contemporary subjects

and issues.

e. Short films are an excellent strategy to improve oral

communication and writing activities.

f. Short films are enjoyable instruments to study with.

9. Please, add any comment (s) or suggestion (s) you see relevant to the topic.

ملخص

تعتبر مهارة التكلم مهمة جدا في عملية تعليم أو تعلم اللغات الأجنبية، لكن تدريسها دوما ما يواجه صعوبات وتحديات كثيرة. ولتجاوز هذه الصعوبات، كان لابد من البحث عن وسائل جديدة و معاصرة تحفز الطالب و تساعده على اكتساب هذه المهارة الأساسية. وعليه، تهدف هذه الدراسة إلى معرفة مدى تأثير الأفلام القصيرة في تحسين المهارات الكلامية.

يفترض هذا البحث أن استعمال الأفلام القصيرة كوسيلة تعليمية في تدريس اللغة الإنجليزية سيزيد من فرص تحسين مهارة التحدث لدى الطلبة. و للتحقق من هذه الفرضية، قمنا بإجراء دراسة شملت أربعين طالبا من قسم اللغة الانجليزية بجامعة محمد الصديق بن يحي بجيجل، حيث تم توزيع استبيان على طلاب السنة الأولى بهدف معرفة آرائهم واكتشاف مدى تشير النتائج المتحصل عليها من الاستبيان أن هذه الوسيلة معروفة. معرفتهم لهذه الوسيلة التعليمية و استعمالاتها المختلفة عموما لدى الطلاب الذين كان لديهم موقف إيجابي من استخدامها داخل الأقسام التعليمية. لكن على الرغم من إدراكهم لمدى بناءا على ذلك، يرغب . أهميتها في تدريس المهارات الكلامية، إلا أن استخدامها لا يزال محدودا في مجال التدريس المشاركون في الاستبيان في توسيع استخدام الافلام القصيرة و جعلها وسيلة بيداغوجية أساسية في تعليم اللغات الأجنبية، كما يرى المشاركون أن زيادة ساعات تدريس مهارات الكلام من شأنه أن يمنح التلاميذ وقتا أكبر لممارستها و تحسينها من خلال أكبر قدر ممكن من التطبيقات التي يوفرها الأستاذ

Résumé

La compétence de l'oral est très importante dans le processus d'enseignement et d'apprentissage des langues étrangères, mais la didactique affronte souvent de nombreuses difficultés et défis. Pour surmonter ces derniers la recherche de nouveaux et modernes outils est une nécessité, pour exciter l'étudiant et l'aider à acquérir cette compétence fondamentale. Sur Ceci cette étude mène à mesurer l'impact des courts métrages sur l'amélioration des compétences orales.

Cette recherche suppose que l'usage des courts métrages comme méthode didactique pour enseigner la langue anglaise va accroître les chances d'améliorer les compétences orales chez les étudiants. Pour se rassurer de cette hypothèse on a opté pour une étude qui comprend

quarante étudiants du département de l'anglais à l'université Mohamed sadik ben yahia de jijel, où un questionnaire est distribué sur des étudiants de première année licence afin de savoir leurs opinions et découvrir à quel point ils connaissent cette méthode didactique et ses différents usages.

Les résultats obtenus du questionnaire indiquent que cet outil est généralement fameux chez les étudiants, qui ont montré une attitude positive de son usage dans les classes scolaires, malgré qu'ils sachent son importance en didactique des compétences orales, son usage reste lié à l'enseignement seulement.

Sur cette base, les participants dans le questionnaire désirent à élargir l'usage des courts métrages et les rendre comme méthode pédagogique fondamentale dans l'apprentissage des langues étrangères, les participants voient que l'augmentation des heures d'enseignement des compétences de parole donnera plus de temps aux élèves pour la participer et l'améliorer à travers le plus possible nombre des exercices fournis par l'enseignant.