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**SECTION OF ENGLISH**



**Using English movies and TV programs as a tool for developing  
listening skill of EFL students: the case of 1<sup>st</sup> year master students at  
Naama university center**

**Dissertation Submitted to the Department of Foreign Languages as a  
Partial Fulfilment for the Degree of Master in Linguistics**

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## **DEDICATION**

*This work is dedicated to the source of our happiness in this life, My mother. Also, my father whose support and assistance have been extremely important.*

*Our teachers, all our friends and to all our families – all the beloved ones.*

***Abir***

## **DEDICATION**

*It is with genuine gratitude and warm regard that I dedicate this work to :*

*The sake of Allah and to my parents who have never fail to give me financial and moral support, for giving all my needs during the time I was working on my dissertation, and for teaching me that even the largest task can be accomplished if it is done one step as a time.*

*I dedicated this work to all my family including my brothers and sisters, all my friends, and for those people who have worked hard to help me complete my dissertation*

***Chaima***

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## **Abstract**

Listening is considered one of the primary skills in foreign language teaching that students should master. However, lack of motivation in learning can pose a challenge. This study examines the impact of TV programs and movies on the development of listening skill among EFL students and explores the perspectives of students and teachers on these audio-visual tools. The research was conducted at the University Center of Naama, focusing on first-year master EFL students and their English teachers. Both qualitative and quantitative methods were employed to gather comprehensive data and validate or invalidate the hypotheses. A questionnaire was distributed to 60 EFL students, while structured interviews were conducted with 10 EFL teachers to obtain reliable data. The dissertation comprises two major chapters. The first chapter delves into theory, encompassing the definition, stages, strategies, and types of listening, with a particular emphasis on the impact of TV programs and movies in enhancing listening skill and teaching. The second chapter elucidates the methodology employed and the process of data collection. Additionally, it presents an analysis and interpretation of the research findings. The study results reveal that both learners and teachers hold positive attitudes towards TV programs and movies as effective alternative media for improving listening skills and language learning.

## **List of Abbreviations and Acronyms**

### **1- Acronyms**

**EFL:** English foreign language

**ELT:** English language teaching

### **Abbreviations**

**TV:** Television

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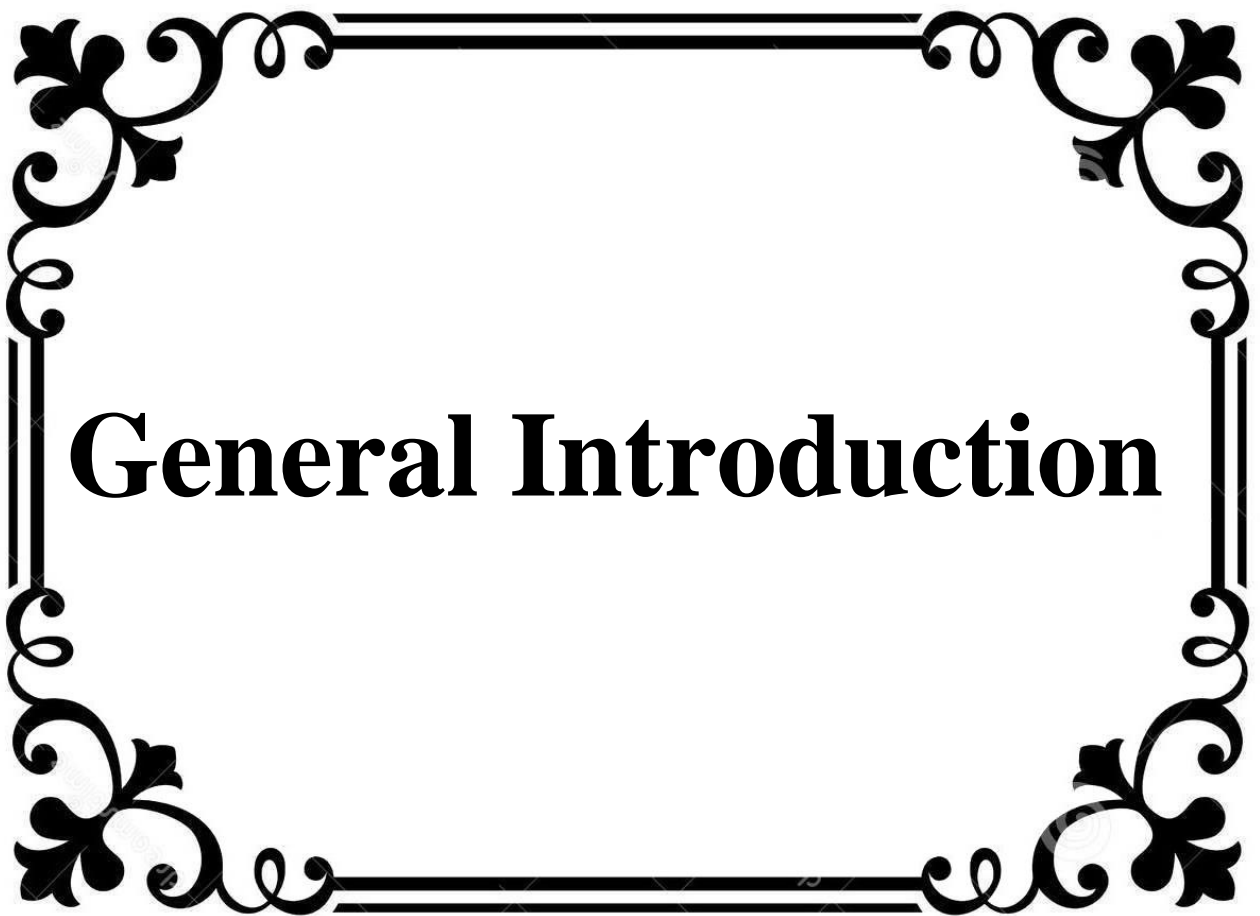
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# **General Introduction**

## **General Introduction**

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English is an international language that is used almost all over the world. When learning the English language, there are four skills that represent principal elements and need to be honed: reading, listening, speaking, and writing. However, it is through the receptive skills, which consist of listening and reading, that learners are first exposed to meaningful language and can develop their language abilities. Therefore, the significance of listening skill in ELT and learning is undeniable.

Listening is of vital importance in English language teaching and learning as it enables students to gain insight, obtain information, and succeed in communication with others both inside and outside of educational settings. The significance of listening has long been recognized within the history of ELT, and developing the listening process plays a vital role in enhancing general communication skills and long-term competence.

In modern society, media has not only altered people's lifestyles but also teaching and learning strategies. Media tools are widely used for educational purposes at all levels, and their application in teaching and learning has become the norm in numerous schools, universities, and different educational institutions. There are ample opportunities for improving listening skills with the assistance of media materials.

TV programs and movies represent one form of audiovisual media through which EFL learners can effectively practice their listening skills outside the classroom. They are regarded as attractive and useful sources of authentic language for learners. Moreover, most learners consider movies to be the easiest English media for improving their English skills, particularly listening, as they can enjoy the movies and pay attention to learning English. However, different learners may have varying behaviors and perspectives regarding the influence of English TV programs and movies on their listening development.

The primary objective of this study is to investigate how first year master EFL students at the University Center of Naama use English TV programs and movies to enhance their listening skills and their reactions to it. To address this issue, the following research questions are proposed:

## General Introduction

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1. How do EFL learners develop their listening skills?
2. How can English movies and TV programs improve the listening skills of EFL students?
3. What are the attitudes of students and teachers towards using English movies in teaching listening?

Based on these research questions, the following hypotheses have been developed:

1. EFL teachers employ strategies (e.g., movies with subtitles) that may help students overcome their listening difficulties.
2. Learners can improve their listening skills by repeating movie scenes, watching TV programs, and asking themselves questions about what they heard and understood while practicing.
3. Both EFL teachers and learners hold positive attitudes towards using English movies because they believe they play a role in teaching listening skills and offer various benefits.

This research is divided into two chapters. The first chapter, the literature review, encompasses definitions, stages, strategies, and types of listening. It also focuses on the role of TV programs and movies in improving and teaching listening skills. The chapter concludes with examples of TV shows and movies that can develop listening skills. The second chapter describes the methodology utilized in this study, including a description of the sample population and the data collection instruments, which consist of a questionnaire for EFL learners and structured interviews conducted with EFL teachers. Additionally, the researcher discusses the feedback received from the participants and the outcomes achieved. The chapter concludes with drawing conclusions about the use of these tools at the University of Naama based on the responses of the respondents.

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**Chapter one**  
**Review of Literature**

# **Chapter one: Review of Literature**

## **1-1 Introduction**

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**1-1 Introduction**

The current chapter sheds light on listening skills and covers their stages, strategies, and types. It also focuses on how English TV programs and movies can improve listening.

**1-2 Listening Skills**

Listening is the ability to accurately receive and interpret messages in the communication process, and it is the key to all effective communication.

According to Harmer (2001:199), listening is an active and deliberate process that involves trying to make sense of what we hear. It is the process by which individuals derive meaning from the speech they hear.

In contrast to hearing, which only requires passive perception of sound. Listening incorporates active and immediate examination of streams of sounds, making listening a skill in its own right.

This relationship is comparable to that between vision and literacy, where reading is a focused process that requires the reader's instrumental approach, seeing is a very common and passive state. Listening, on the other hand, has a volitional component, and listening and understanding what we hear at the same time is the true definition of listening.

Field (2004) divides the listening process into two levels: the recognition level, where items such as phonemes, words, phrases, and intonation take place, and the selection level, where the message units are isolated for comprehension without paying attention to individual components. Specifically, developing the latter is crucial for listening comprehension because it is necessary for comprehending what is said.



### 1-2.1 Listening Stage

The process of listening comprehension involves different stages that help learners understand and make meaning of the information we hear. Researchers in the fields of psychology and education have extensively studied these stages, which are summarized as follows:

- 1) **Attention and perception:** The first stage of listening comprehension focuses on paying attention to the speaker's voice and body language (McIntyre, 2019).
- 2) **Understanding:** The second stage involves comprehending the meaning of words and phrases being spoken. For this, it is necessary to process the information and draw links between various parts of the message (Field, 2019).
- 3) **Retention:** The third stage requires us to remember and retain the information in memory for later use (Brown, Roediger, & McDaniel, 2014).
- 4) **Evaluation:** The fourth stage involves evaluating the message, judging its credibility and content. This requires critical thinking abilities (Beach & Pearson, 2019).
- 5) **Responding:** The final stage includes giving a response to the message, either verbally or nonverbally. It is necessary to use language skills to express ideas (Goh & Burns, 2012).

In conclusion, by understanding these stages, we can develop strategies to improve our listening skills and become effective communicators.

### 1-2.2 Listening Strategies

Listening is something that is difficult to learn and teach. Therefore, it is important that learners are taught some strategies to develop their listening skills. Luca Lampariello has written about strategies to improve listening comprehension on his website, which are as follows:

- a) Learners should choose "comprehensible input," which means audio files that are understood by students. This strategy is important to improve comprehension.
- b) Students should listen to and choose materials that are enjoyable and pertinent to them. It is important because when students enjoy what they listen to, their focus and motivation will increase.
- c) Students should be active listeners, making a conscious effort to learn and understand what other people are saying. They should focus on the big picture rather than small details and ask themselves questions like "What did he say?" "What does this word mean?" and "What was that word?" This way, students will be motivated to listen more. (lucaka lampariello).
- d) Learners should listen and relisten at different speeds. It is a good idea to develop listening skills by starting at a slower pace and gradually increasing the speed.
- e) Students should learn actively by taking notes. Setting aside time each day for listening, such as watching a movie or listening to music, and taking notes during the process of listening is an effective way to be active in learning.
- f) Learners should be patient as developing listening skills takes time. Following a daily listening routine for months or even years is essential.

Developing effective listening skills is challenging, but crucial for language learners. Luca Lampariello offers strategies to enhance listening comprehension, including selecting comprehensible input, choosing enjoyable materials, and being active listeners. Students should focus on the main ideas, adjust listening speeds, take notes, and cultivate patience. Employing these strategies benefits both students and teachers, leading to improved comprehension and progress in language acquisition.

**1-2.3 Listening Types:**

Jason, Anne, Danette, and Bernard (2014) divided listening into five types:

- 1) **Discriminative listening:** it is how listeners distinguish between verbal and nonverbal messages and also recognize the feelings and emotions of the speaker.
- 2) **Comprehensive listening:** it is the most commonly used type in listening activities. Listeners must understand the message and act on what they hear. It demonstrates the ability of listening comprehension.
- 3) **Appreciative listening:** it is the expression of the listener's reaction and feeling when they hear something they enjoy and are interested in. This type is used when listeners spend time with music, movies, game shows, etc.
- 4) **Empathic listening:** it involves the listener's capacity for kindness when they hear something, whether it is good or bad, with empathy.
- 5) **Critical listening:** it is the listener's ability to comprehend the content, then evaluate and judge the message, analyze the idea. The listener must be capable of both hearing and thinking.

**1-3 Extensive Listening and Extensive Viewing:**

Extensive listening refers to an extended period of listening to the foreign or second language outside of the allocated time given in the classroom. Students who practice extensive listening select their listening material based on their preferences.

Extensive listening is a way to practice listening skills. It involves listening to recordings to gain a general understanding, for example, watching TV programs, movies, videos, understanding and enjoying the story, or listening and carrying out instructions. Vaning (2010) stated that in extensive listening, students often listen for pleasure. It includes listening to a large amount of texts that learners can understand reasonably and smoothly with a high level of comprehension. It does not require listening for specific information, listening for the exact words in a phrase or expression, or listening for details. Ucan (2010) also claims that "students are exposed to large amounts of comprehensible material that is enjoyable to them" (p.37). It aims

to develop the learner's listening skills based on the notion of learner-centered instruction.

The importance of extensive listening is apparent in EFL learning (Onoda, 2012). This type of listening may also have a pronounced effect on language learning of an individual, as well as intensive listening. It should be noted that the motivational power increases considerably when learners themselves make choices about what they will listen to (Harmer, 2007). EFL learners ought to listen to various language phenomena and gain knowledge through TV programs, radio, the internet, and as many types of exposure as they can find (Gilakjani & Ahmadi, 2011).

On the other hand, extensive viewing, which is a related concept to extensive listening, has recently come into being, according to Renandya and Jacobs (2016). It refers to EFL learners watching TV, movies, and videos for the purpose of EFL learning. However, it should be noted that research on extensive listening is limited in its fluency.

According to Harmer (2007), learners can observe language in use while they listen, allowing them to observe a significant amount of paralinguistic behavior. For instance, they can detect how intonation corresponds to facial expressions and which words are accompanied by physical cues, such as shrugging shoulders in response to "I don't know" statements.

Additionally, viewers can see how different people stand as they converse with each other (proximity) or what types of food they eat. It seems logical to believe that unspoken rules of behavior within specific social situations are more easily observed in movies than they are stated in a book or simply heard by EFL learners.

## **1-4 Audiovisual Media as a Tool for Language Teaching and Listening**

### **Skill:**

Danan (2004) states that audiovisual materials are beneficial for different reasons. They improve listening comprehension skills, facilitate language learners by assisting them in visualizing what they hear, and increase language comprehension, leading to additional cognitive benefits such as greater depth of processing. This shows that audiovisual tools bring many advantages to the teaching and learning process, whether in schools or higher education. The use of TV programs and movies as a tool for improving listening skills has attracted researchers and teachers to use these tools successfully in various educational environments (F. Cuevas, 2017).

### **1-4.1 TV Programs**

Television programs provide students with realistic conversations and dialogues, which aid in improving listening skills by offering a diverse range of accents for students to hear. Another advantage is that the majority of TV programs use relatively simple language, which provides the viewers with a clear explanation.

Nowadays, English TV programs and movies are a useful tool for enhancing English language skills, especially listening skills, because they offer both visual and audio components. They convey dialogues full of emotions, tones, slang, and real-life situations, all of which aid in improving student comprehension by including them in the plot of the movie and teaching them how to use language naturally, which is sometimes lacking in the classroom environment. Videos or movies, according to Schwartz and Brasford (1998), are contextually rich, authentic, and culturally communicative situations that might improve student listening skills.

Watching foreign language movies is a fun and effective way to develop language skills. Movies and films provide more than just entertainment, as they are unavailable in the textbook.

All English movies can be classified into two types: movies with subtitles and movies without subtitles.

### 1-4.2 English Movies with Subtitles

Subtitles are the textual versions of the dialogue, narration, music, or sound in movies, and they are usually positioned near the bottom of the screen. (Zarei, 2008). Movie subtitles provide three links between image and sound: the original language with text in another language, sound and text with translation, and image and translation. If these three connections are linked well and have a high effort both in terms of image and translation, they will promote overfull associations for retention and language use (Zanon, 2006). According to Zanon, subtitles offer a dynamic source of language for use in communication.

Many researchers have supported the use of English movies with subtitles and have expressed that they are a more positive and effective way for EFL learners to learn vocabulary, overall, listening comprehension, oral fluency and enhancing learning motivation and attitude (Zanon, 2006).

The advantages of watching English movies can be summarized as follows (Safranj, 2015):

Firstly, learners are able to better comprehend conversations and plots, since they can view both the text and images at once, which aids them in determining the meaning of unknown words. (Chang, Tseng, 2011; Venderprank, 1988)

Secondly, learners can expand their vocabulary and improve their word pronunciation by listening to native speakers' conversations and reviewing how words are written.

Thirdly, movies offer a variety of language styles from formal to slang that are not available in dictionaries or books. Students will hear English conversations in various forms, which can help them adopt or use language outside of school.

There are many different points of view about the use of subtitles on listening comprehension. Vanderplank (1982) claims that adding second language subtitles to movies helps learners comprehend the story while maintaining the target language environment. According to Vanderplank (1982), "subtitles may help students learn a second language as they make input more understandable. Also, if the learner is

unable to understand the speech, the subtitle can improve the learner's capacity to recognize a new language."

On the other hand, Diaz, Cintas, and Remael (2007) contend that "while students are focused on looking at subtitles, they may miss scenes playing in the film." Additionally, Sherman (2003) claims that "subtitles provide both written text and the original sound, but since the eyes are more powerful than ears, people would rather read subtitles than listen to the original sound."

### **1-4.3 English Movies without Subtitles**

English movies are a great tool for learners to improve their English language skills in several ways. Firstly, they enhance learners' listening strategies by guessing and interpreting the meaning of the context from visual clues such as facial expressions and gestures. Secondly, learners become more active by listening for key words and main ideas. Thirdly, learners can concentrate more on the image and sound without the distraction of subtitles, which can improve their listening skills. Fourthly, watching English movies can motivate learners to watch and take steps on their own to improve their language skills.(Baltova,1999)

On the other hand, there are also many difficulties of watching English movies without subtitles. For instance, learners might not recognize all the words used by the actors and may misinterpret the meaning when the image presented is ambiguous. Additionally, the actors may speak quickly with unclear speech and pronunciation. Learners may also get confused and misinterpret the use of colloquial expressions, technical terms, idioms, and slang, as well as unfamiliar words and specific humor with cultural background and knowledge.

According to Guichon and McLornan (2008) and Harley, Howard, and Robberge (1996), without texts, learners may not understand the words or phrases used in the movie, and thus, they might misinterpret and lose the meaning when the images are ambiguous. Therefore, having subtitles can be useful to improve learners' understanding of the movie and to aid them in improving their language skills.

**1-5 TV Programs, English Movies improve Listening Skill:**

One way for EFL learners to practice their listening skills extensively is by watching videos, TV programs, and movies. Today, students have easy access to movies as resources, and they are one type of media that can be utilized to help students improve their English listening comprehension abilities since they allow them to listen and see what is happening at the same time.

According to Harmer (2001), one advantage of watching movies is that learners can see images in addition to listening to the language, which aids in comprehension. Movies also provide visual cues, such as action and facial expressions, that help viewers comprehend the story. Additionally, Schwartz (1998) believes that movies provide learners with a rich context, attraction, trustworthiness, and culture to enhance their listening skills.

Several studies have been carried out by Ismail (2013), Maru (2018), and Dfranj (2019) to investigate the impact of TV programs and movies on the listening skills of EFL learners. The findings of their studies revealed that learners who watched movies as part of their teaching material improved their integrated skills, especially listening skills.

In conclusion, watching movies helps learners stay interested and focused. Movies that combine sound, picture, and human interaction are produced for enjoyment, so students won't become bored and can feel relieved from pressure and stressful situations because they will not be aware that they are learning.

**1-6 Using English Movies and TV Programs in Education (Teaching Listening):**

Students should be encouraged to watch as many films or segments of films as they can outside of the classroom. Films expose learners to natural expressions and the flow of speech, and they assist learners in comprehension by providing a visual context and visual clues that support the verbal message and focus attention (Mendelsohn, 1994).



Watching movies can be an active rather than passive activity in the classroom by asking students questions about the movie, encouraging small group conversations, and inviting criticism. Additionally, the film can be stopped periodically to ask students what has happened or to make predictions about what might happen next. Another way to use movies in the classroom is to turn the sound down and ask students to imagine or make up dialogues (Brown & Lee, 2015).

Using movies in the classroom can be challenging because they can be difficult to understand. However, there are movies with a clear conventional storyline, such as historical films, epics, and science fiction dramas, that have a simple plot and are easy to comprehend. Subtitles and dubbing are also essential and facilitate language understanding.

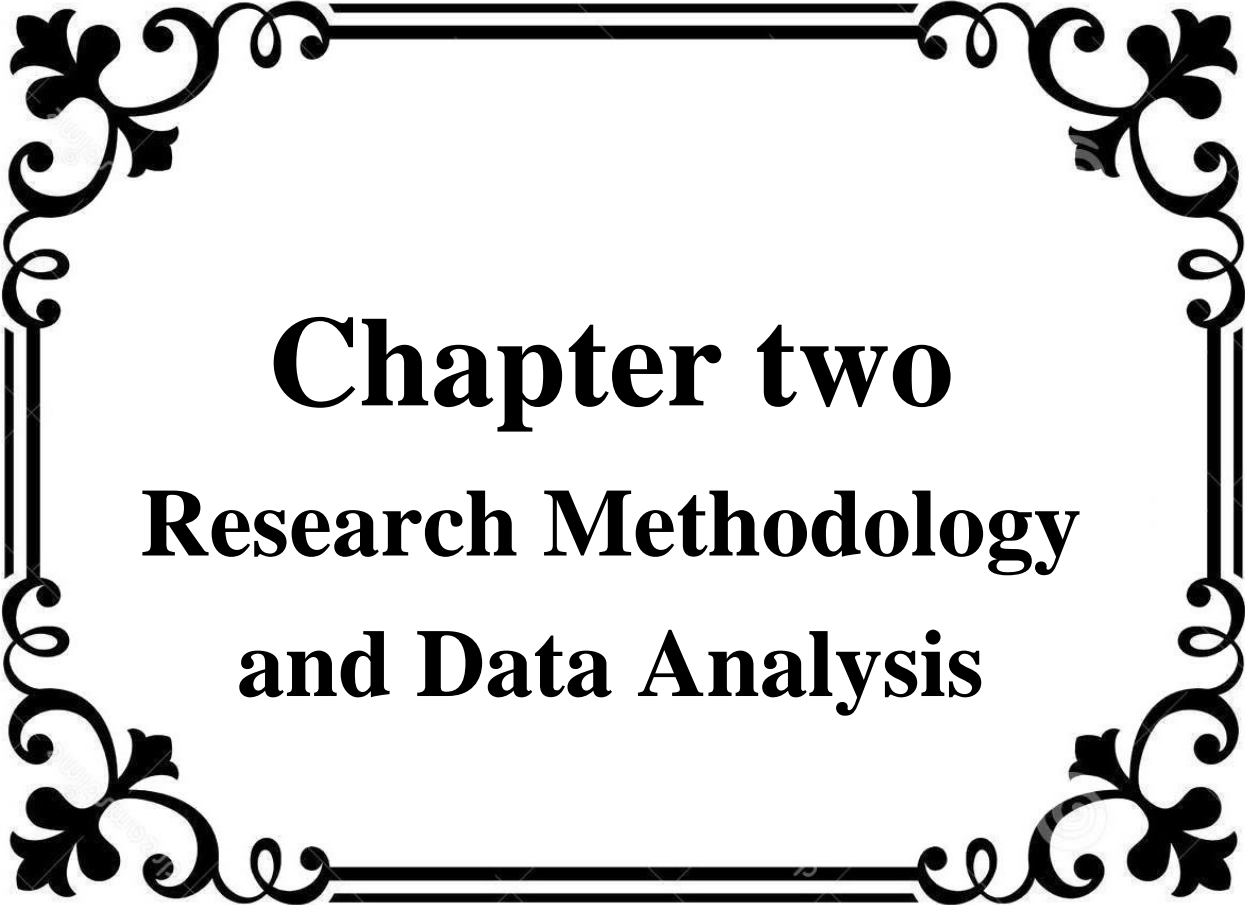
According to Sherman (2003:16),

"Students must focus on both reading and listening. When watching a movie in the classroom, we must focus on a variety of factors to improve our English, including accent, voice, body language, word choice, ear and eye training, lifestyle, plot ideas, and summarizing what's happening, why it's happening, and how it's happening."

The main objective of using movies is to improve listening skills and facilitate English language learning, making them a useful tool for teaching listening to students.

**1-7 Conclusion**

This chapter is a literature review about using English TV programs and movies to improve listening skills. It provides information on the listening process and findings from previous studies regarding the impact of movies on improving and teaching listening. In conclusion, students must develop their listening skills by repeatedly listening well, understanding, and practicing every day.



**Chapter two**  
**Research Methodology**  
**and Data Analysis**

# **Chapter Two**

## **Research Methodology and Data Analysis**

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## **2.1. Introduction**

Chapter one provided a theoretical overview and a review of previous research related to the topic. In contrast, this section focuses on the practical aspects of the study, presenting the research design and methodology. It includes a general description of the participants selected for the study and outlines the data collection tools employed, namely the questionnaire and interviews. The section then proceeds to analyze the collected data, engage in discussions, and draw conclusions based on the findings.

## **2.2. The Aim of Research**

The primary objective of this study is to examine the impact of using English TV programs and movies on the improvement of listening skills, as perceived by teachers and students. The research aims to provide insights into how first-year master's students in the English language program at the University Center Salhi Ahmed can enhance their listening skills through the utilization of these tools. Additionally, the study aims to explore the qualities that make English TV programs and movies suitable as resources for learning the English language.

## **2.3. Research Design and Methodology**

In order to succeed in providing a significant study and attain reliable findings, some of the hardest challenges that face researchers are designing the appropriate framework of the research. According to Leedy & Ormrod (2001), research is the process of collecting, analyzing, and interpreting data in order to understand a phenomenon. This means that research is a process that must be well-structured in order to achieve credible findings to the phenomena under investigation. Furthermore, a well-designed methodology is required for a decent and successful research study; Bowling (2002) explains that methodology is the complete structure of the research study; the size and sample methods, the practices and techniques utilized to collect data and the process to analyze data. As a result, there can be no completed study without what is known as research methodology, which serves as a road map for researchers while conducting their studies. However, in this work, we

used both quantitative and qualitative approaches to increase the validity of this research. The quantitative approach uses methods, such as questionnaires and interviews which result in numerical data. However, the qualitative approach focuses on how people feel, think, and understand. It is used to understand, analyze, and interpret phenomena.

#### **2.4. Quantitative Research**

As mentioned before, research is a careful and detailed study into a specific problem, concern, or issue, and to begin any research, the researcher must choose a method on which their work will be based, ensuring that the data will be collected effectively.

Regarding quantitative research, Leedy and Ormrod (2001, p.102) state that "Quantitative researchers seek explanations and predictions that will be applicable to other individuals and places. The intent is to establish, confirm, or validate relationships and develop generalizations that contribute to theory." Quantitative research is a formal, objective, and systematic process in which numerical data is used to obtain information. This research method is used to describe variables and examine relationships among variables.

#### **2.5. Qualitative Research**

A qualitative research, according to Van der Merwe (cited by Garbers, 1996), is a research approach aimed at the development of theories and understanding. This means that it is primarily an exploratory research. It is used to gain an understanding of underlying reasons, opinions, and motivations, providing insights into the problem or helping to develop ideas or hypotheses for potential quantitative research. The goal of qualitative research is to help people gain a better knowledge of self-understanding and the world around them.

Keith Punch (1998, p. 4) states that, "Qualitative research is more open and responsive; qualitative research is empirical research where the data are not in the form of numbers." Empirical means that data or research is based on something that is experienced or observed, as opposed to being based on theory. Data could be in the

form of videos, images, or artifacts. Qualitative research involves any research that uses data that do not indicate ordinal values.

## **2.6. The Case Study**

Creswell (2002) defined a case study as a methodology if the problem to be studied "relates to developing an in-depth understanding of a 'case' or bounded system" (p. 496) and if the purpose is to understand "an event, activity, process, or one or more individuals" (p. 496). A case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between the phenomenon and context are not clearly evident (Yin, 2003, p. 13).

These two definitions show that the case study is an in-depth study of one person, a group, an event, a place, an organization, or a phenomenon in social, clinical, or business research.

According to Marczyk, DeMatteo, and Festinger (2005), the purpose of a case study is "to provide an accurate and complete description of the case." In other words, a case study is a description of a specific sample in order to better understand the phenomenon under study. Thus, it gives researchers the chance to investigate things that are often difficult to impossible and helps in collecting a great deal of information. Besides, it allows them to develop hypotheses that can be explored in experimental research.

In concerning our case, the research study was conducted in the University center Salhi Ahmed of Naama. It focused, in particular, on the use of TV programs and movies as a platform for developing listening skills, more specifically on the attitude of teachers/students on this topic. A questionnaire was delivered to the first-year master students, as well as a structured interview for their teachers to see their opinion about the impact of these tools and intending to collect more evidence for enlightening this study.

## 2.7. Data Collection

Data collection is the process of obtaining and evaluating information on variables of interest in a systematic manner that allows researchers to answer research questions, test hypotheses, and assess outcomes. It is without a doubt an important aspect of any type of research (physical and social sciences, humanities, business, etc.). It consists of two types: primary data collection, which is defined as the information that researchers gather from first-hand sources such as the questionnaire, the observation, and the interview, whereas secondary data collection refers to the data that are already collected and can be found in textbooks, journals, websites, etc. In other words, in any research, the literature review is based on secondary data, whereas primary data are used in research techniques where researchers apply the necessary tools to gather information on their own.

For the sake of attaining significant and decent data for this study, we used both the qualitative and quantitative approaches to provide affluent and distinct information. The questionnaires were answered by 40 students, and interviews were conducted with 10 teachers of University center Salhi Ahmed of Naama.

## 2.8. Description of the Sample

When conducting research on a group of individuals, it is impossible for the researcher to collect data from each and every one of them; however, they select a sample. This sample is a large or small group of people who are the respondents of the questionnaires, interviews, and observations. Dörnyei (2007) argues that a sample is the "group of participants whom the researcher actually examines in an empirical investigation." The participants in this study are EFL students and teachers of the University Center of Naama, who were asked to answer the questionnaires and participate in the interview method used in this study.



## 2.9. The Participants

In order to obtain meaningful and relevant results, it is necessary to have a group of individuals who participate in this research investigation and provide their responses to the instruments provided to them. For this study, we relied on two research instruments: the questionnaire and a structured interview. We conducted a questionnaire that was administered in online form to the students of University Center Salhi Ahmed of Naama to explore their attitude towards the use of English movies and TV programs for improving and teaching listening. The questionnaire was sent to 60 EFL students, but only 40 were able to complete it.

Additionally, another research instrument mentioned in this study is the interview. Ten EFL teachers of different ages and genders were asked to answer our questions. Furthermore, they were assured that their names would be kept private, which made them feel comfortable while answering the questions.

## 2.10. Research Instruments

A research instrument is a tool used to collect, measure, and evaluate data from participants in a study. The type of study chosen will determine the instrument used: quantitative, qualitative, or mixed-method. According to Birmingham and Wilkinson (2003), research instruments are "simply devices for obtaining information relevant to your research project, and there are many alternatives to choose from."

To ensure the validity and reliability of the study, it is important to carefully select the instruments based on the research topic, research technique, and the sample population from which data will be gathered. For example, a questionnaire could be useful for a quantitative research, while a scale would be suitable for a qualitative study. The researcher may also use a new instrument or design their own if necessary.

In this study paper, two research instruments are used: the questionnaire and the structured interview. These distinct tools are used to collect the necessary and effective information that satisfies the major interests of the present work. The first measurement tool is a questionnaire designed solely for EFL students to gather quantitative data. On the other hand, an interview was specifically conducted with

EFL teachers to gather qualitative data. It is worth mentioning that both the questionnaire and the interview will play a significant role in interpreting the key findings of the investigation, as they provide all the necessary information about the phenomena.

### **2.10.1. The Questionnaire**

A questionnaire is a common research tool that consists of a collection of standardized questions used to gather statistically relevant information from one or more participants on a certain topic in a short time with minimal effort. According to Bell (1999), this instrument is a series of written questions intended to be answered by the informants. The questionnaire, as a highly effective data gathering instrument, can be used in two ways: the researcher can personally write and deliver the questionnaire, or it can be distributed online using computers or phones. Nunan (1992) defines the questionnaire as "an instrument for collecting data, usually in written form, consisting of open and/or closed questions and other probes that require a response from subjects" (p. 231). In other words, the questionnaire can be structured in various ways, including open or closed questions, and often a combination of both. Respondents can provide their own responses in as much or as little detail as they prefer to open-ended questions. Closed questions offer predefined options from which responders can choose. Moreover, to achieve the desired outcomes of this study, an online questionnaire was sent to EFL first-year master's students to gather quantitative data.

#### **2.10.1.1. The Questionnaire Layout**

The language used in the questionnaire is English. The questionnaire was sent to 60 EFL students, and only 40 students were able to complete it. It consisted of 12 questions. There are various types of questions, including closed-ended questions, demographic questions, and open-ended questions. Each question is designed with a specific objective in mind.

The first part of the questionnaire includes personal questions about the respondents' gender and age. The purpose of this section is to assess the number of females and males participating in the survey.

The second part of the questionnaire consists of 10 structured questions aimed at obtaining more specific and precise information about the students' motivation to improve their listening skills through English TV programs and movies (with or without subtitles). It also explores their perspectives on the impact of TV programs and movies on listening skills and language learning, as well as their thoughts and reactions to these tools.

### **2.10.2. The Interview**

An interview is a face-to-face discussion between the interviewer and the interviewee, during which the interviewer asks questions to gather information. According to Birmingham and Wilkinson (2003), an interview is a resource-intensive method that involves the researcher eliciting information from respondents on an individual basis. Interviews are commonly used in survey research along with other instruments to gather qualitative data.

There are three types of interviews: structured, unstructured, and semi-structured interviews. In this study, the structured interview or standardized interview was considered the most appropriate type. This type of interview ensures that each interview follows the same set of questions in the same order. It is the second instrument used in this research paper to collect data on the study's subject using a well-structured series of questions.

#### **2.10.2.1. The Interviewees**

A total of 10 EFL teachers were contacted and interviewed. To ensure their comfort in answering the questions, the researcher promised to maintain their anonymity. The interviews were conducted face-to-face, involving teachers of varying ages, origins, genders, and backgrounds, in order to obtain diverse and detailed feedback.

To gather more accurate and unbiased data, we opted to select several individuals randomly. Out of the 10 teachers approached, only five agreed to participate in face-to-face interviews, while the remaining individuals requested the questionnaire due to their busy work schedules and lack of free time (during the exam period).

#### 2.10.2.2. The Interview Questions

Each interview question is carefully designed and structured to elicit the necessary responses and facilitate data analysis. Furthermore, it is important to note that the English teacher was the sole participant involved in this particular interview.

**Question 1:** This question aims to determine the perceived usefulness of English TV programs and movies in teaching English skills.

**Question 2:** This question seeks to gather information about whether the teacher incorporates audiovisual materials (such as TV programs and movies) to teach listening skills to their students and their perception of its effectiveness.

**Question 3:** This question focuses on determining the amount of time students should dedicate to watching movies for the purpose of developing their listening skills.

**Questions 4 and 5:** These questions aim to gather the opinions of teachers regarding the types of movies that are beneficial for improving learners' listening skills.

**Question 6:** This question pertains to the attitude of the teacher towards the use of audiovisual tools in teaching.

## 2.11. Data Analysis

### 2.11.1. Data Analysis Questionnaire

This section provides an overview of the data. The findings are organized in a way that allows for the comparison of responses from different sample populations.

#### **The analysis of the student questionnaire is as follows:**

The questionnaire was distributed to 60 EFL students of first year master. However, only 40 students were able to fill it out.

The questionnaire consists of personal questions regarding gender and age. Additionally, the research instrument includes 10 general questions. The questionnaire is divided into two parts, which will be analyzed separately.

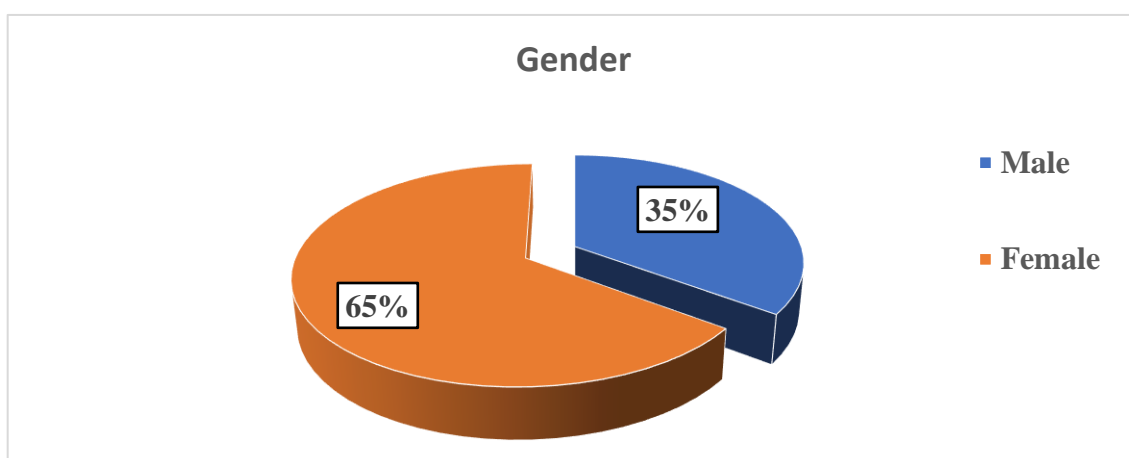
The first part of the questionnaire consists of two questions. These questions aim to gather information about the learners' profile, specifically their gender and age.

**Question one: Gender?**

Option	Number	Percentage
Male	14	35%
Female	26	65%

**Table 2.1 Students' Gender**

The first question aimed to determine the gender of the learners. The results revealed that the majority, accounting for 65% of the respondents, identified as females, while the remaining 35% identified as males.

**Figure 2.1 percentage of respondents' participation****Question two: Age?**

In this particular question of the questionnaire, we opted for an open-ended format to allow learners to freely express their ages. The purpose of this question was to gather information about the age distribution among students. The results indicated that the highest number of students (20) reported being 23 years old. Additionally, some students mentioned being older than 23 years, while a smaller group of students (12) indicated being younger than 23 years.

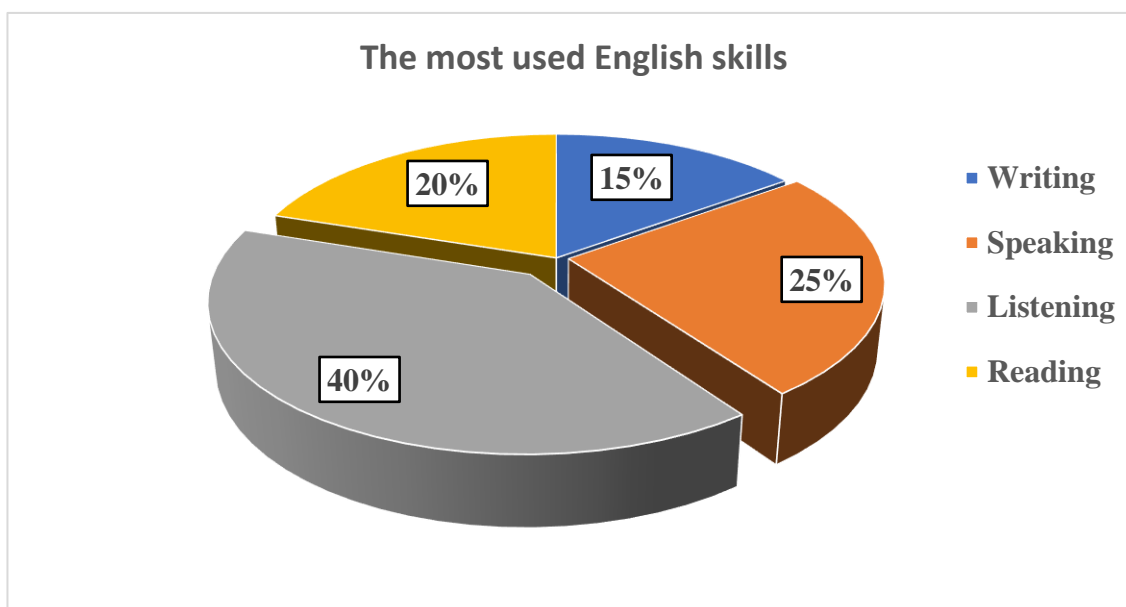
Moving on to the second part of the questionnaire, it consists of 10 questions focused on gathering information about students' reactions and participation regarding the use of English TV programs and movies to enhance their listening skills.

**Question three: what is the most frequency used English skills?**

Option	Number	Percentage
Writing	6	15%
Speaking	10	25%
Listening	16	40%
Reading	8	20%

**Table 2.2 The Most used English skills**

The purpose of this multiple-choice question was to determine the most important and frequently used English skills. According to the table above, the majority of students (16) chose the listening skill, accounting for 40% of the respondents. Additionally, 25% of students chose speaking as their preferred skill. Furthermore, 20% of students selected reading, while the remaining 15% chose writing as their preferred skill.



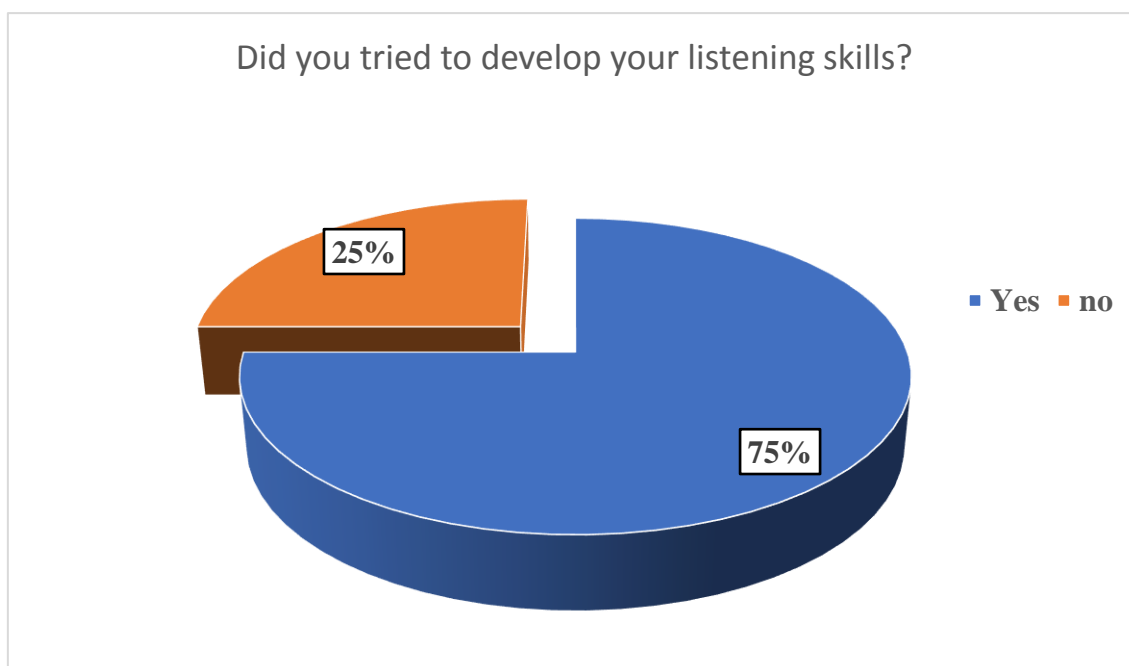
**Figure 2.2: frequency of the most used English skills.**

**Question four: Did you tried to develop your listening skills?**

Option	number	Percentage
Yes	30	75%
no	10	25%

**Table2.3: learner's motivation about the development of listening skills.**

The purpose of this question was to assess whether learners had made an effort to develop their listening skills. Based on the results above, it can be observed that 75% of the respondents agreed and actively tried to enhance their listening skills, while the remaining 25% rejected the notion of doing so.



**Figure 2.3: the percentage of learners' motivation to improve listening**



**Question 5 and 6: do you watch English TV programs and movies?**

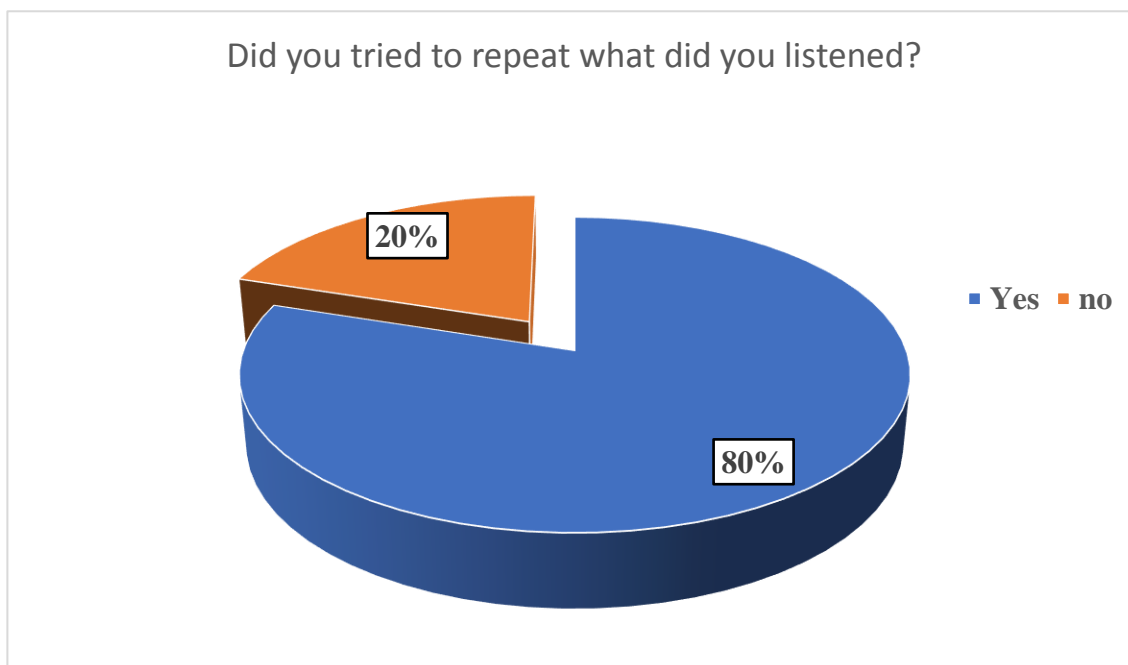
**Did you try to repeat what did you listen to?**

Option	number	percentage
Yes	32	80%
no	8	20%

#### **2.4 Learners' Motivation towards Watching English Movies.**

These questions are crucial for our analysis as they measure learners' motivation for watching English TV programs and repeating what they hear. In other words, their answers can accurately reflect their attitudes. The findings indicate that a significant majority of respondents, accounting for 80%, expressed approval for watching English TV programs and repeating what they listened to. Conversely, 20% of the respondents expressed rejection.

The findings are represented in the figure below.



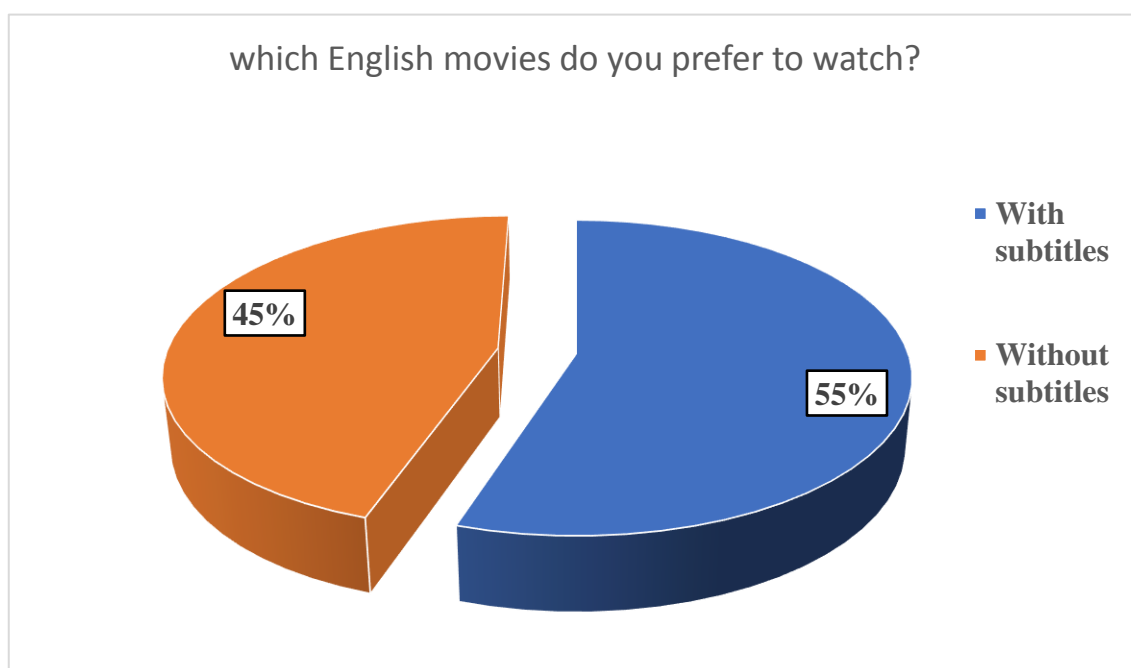
**Figure 2.4 Learners Motives towards Watching English Movies.**

**Questions 07: which English movies do you prefer to watch?**

Option	number	Percentage
With subtitles	22	55%
Without subtitles	18	45%

**Table 2.5 English Movies with Subtitles and Without Subtitles.**

The main purpose of asking this question was to determine the frequency of the type of movies that learners watch. The figure below presents a graphical representation of the results, which reveals that the majority (55%) of learners watch English movies with subtitles, while the remaining 45% watch English movies without subtitles.

**Figure 2.5: Students desire to watch English Movies with Subtitles or without it.**

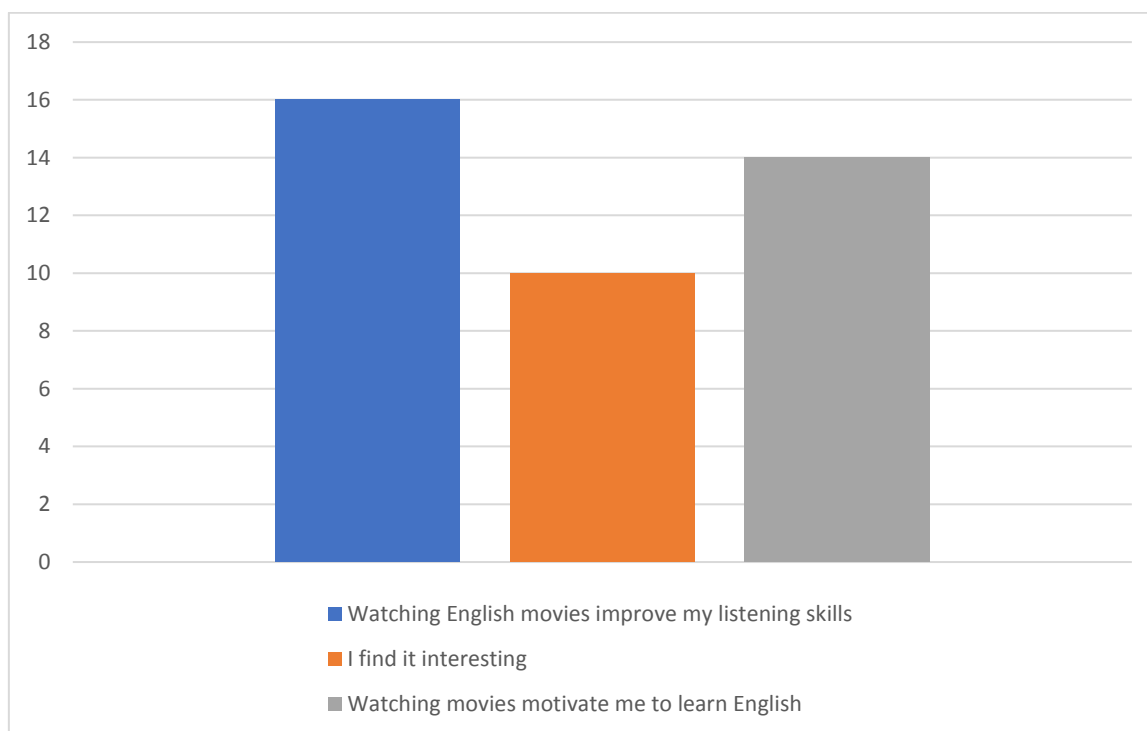
**Question 8: what is your perception in exploring movies for language learning?**

Option	number	Percentage
Watching English movies improve my listening skills	16	40%
I find it interesting	10	25%
Watching movies motivate me to learn English	14	35%

**Table 2.6 learners expected and perspective about watching movies for language learning**

The results obtained from the eighth question in this section of the questionnaire reflect the optimistic view of the students regarding their perspectives on exploring TV programs and movies for language learning. The question included three options: "Watching English movies improves my listening skills," "I find it interesting," and "Watching movies motivates me to learn English."

The results indicate that 16 students, accounting for 40%, chose the option "Watching English movies improves my listening skills" as their top choice. The second choice, "I find it interesting," was selected by 10 students, representing 25%. Lastly, the option "Watching movies motivates me to learn English" was chosen by 14 students, making up 35% of the respondents.



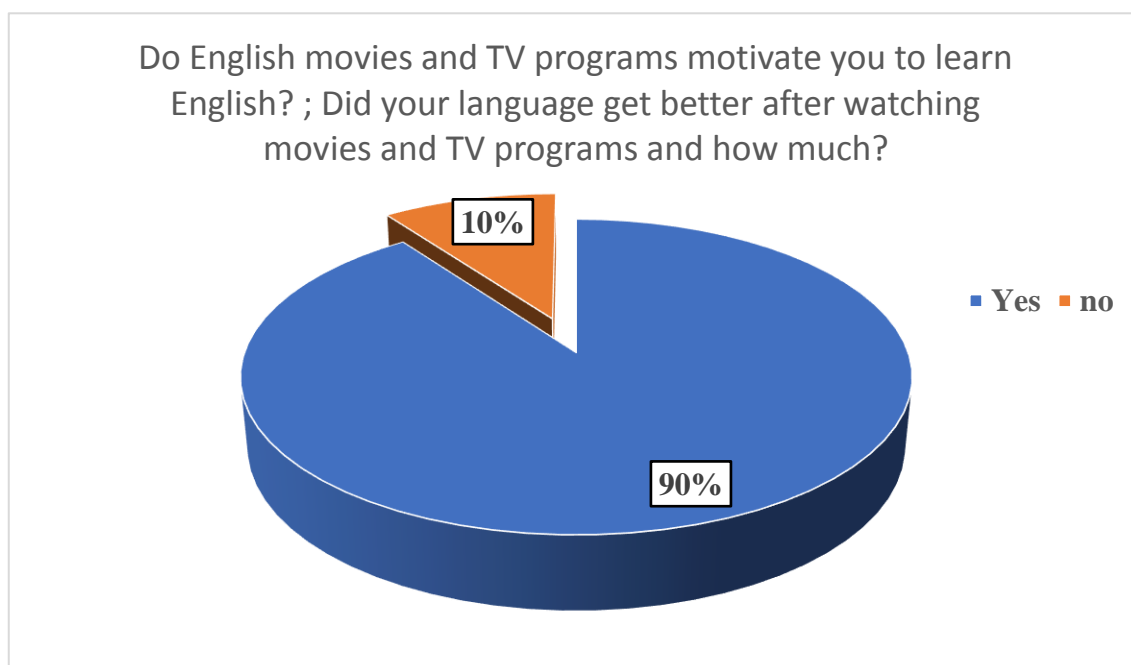
**Figure 2.6: learners point of view in exploring movies for language learning.**

**Question 9 and 10: do English movies and TV programs motivate you to learn English? ; Did your language get better after watching movies and TV programs and how much?**

Option	Number	Percentage
Yes	36	90%
no	4	10%

**Table 2.7: Students Perspectives from Benefits of TV Programs and Movies in Learning English Language.**

The purpose of these questions is to understand learners' perspectives on the benefits of TV programs and movies for learning the English language and how beneficial they perceive them to be. Based on the results above, it can be observed that 36 students, representing a majority of 90%, agreed that English movies are beneficial. However, a smaller proportion of students, accounting for 10%, expressed disagreement with this idea.



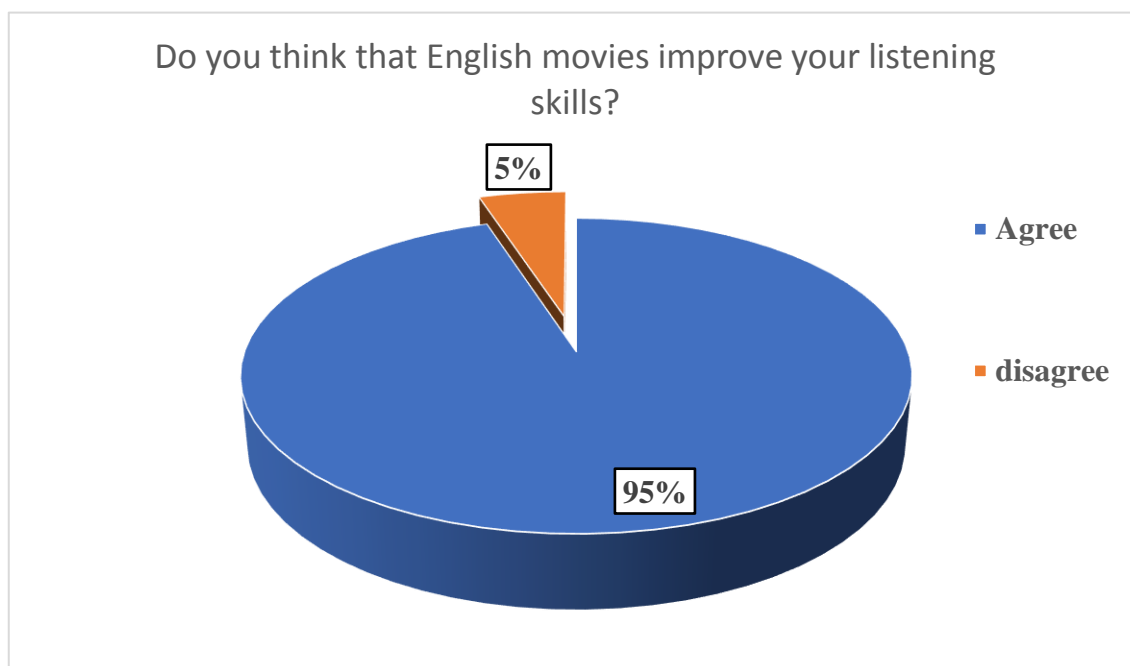
**Figure 2.7 Advantages of English TV Programs and Movies on English Language Learning.**

**Question 11: do you think that English movies improve your listening skills?**

Option	Number	Percentage
Agree	38	95%
disagree	2	5%

**Table 2.8: students' attitude towards improving listening skills.**

For this particular question, we inquired EFL students about their agreement or support for the idea of improving listening skills through English TV programs and movies. As indicated in the table above, a significant majority of 95% of the students agreed with this idea and selected the choice "Agree." Conversely, only 5% of the students chose the alternative option "Disagree."



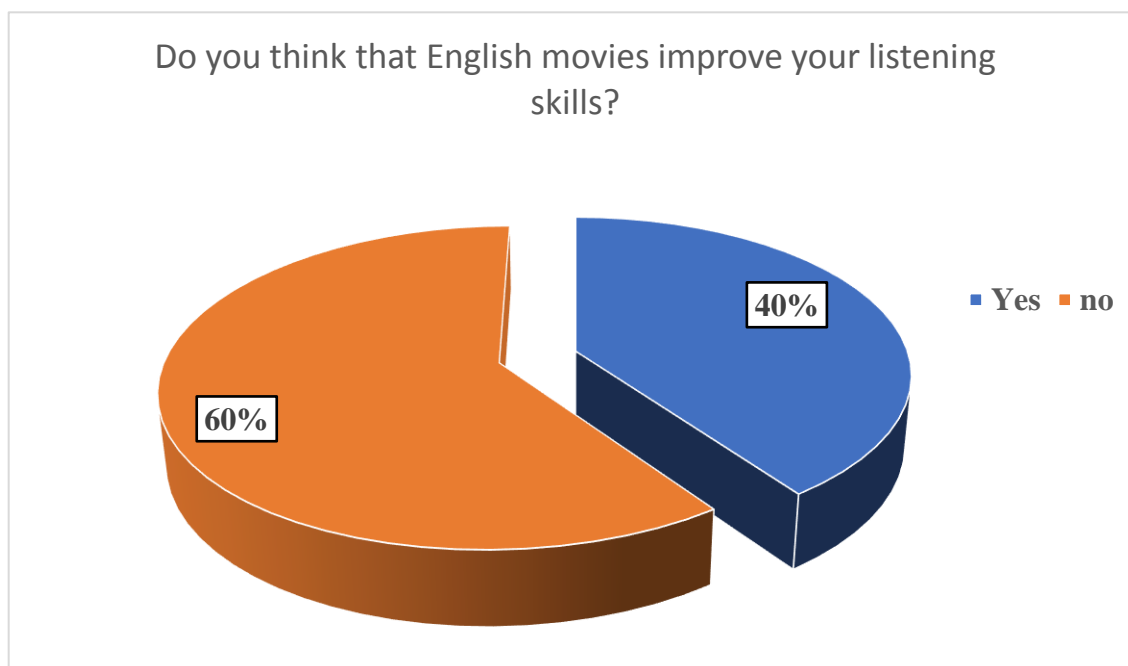
**Figure 2.8 of Students' Opinions Frequency.**

**Question 12: At your university, did your teachers use English movies to teach you listening skill?**

Option	Number	Percentage
Yes	16	40%
no	24	60%

**Table 2.9 the use of English movies and TV programs at the university to teach listening.**

The purpose of asking this question is to determine whether teachers in the university use movies to teach listening skills to their students. Out of the total number of students surveyed, 16 students, representing 40% of the respondents, answered "yes" indicating that movies are used for teaching listening. The remaining students, accounting for 60% of the respondents, rejected the idea and answered "no".



**Figure 2.9: The Application of English Movies at the University to teach Listening**

### 2.11.2. Data Analysis Interview

The structured interview is being employed as the secondary research tool along with the questionnaire to conduct a qualitative study that aims to offer deeper insights into the subject of investigation. This phase involves analyzing the results of interviews conducted with ten teachers at the University Center Salhi Ahmed of Naama, wherein they were given the opportunity to express their positive or negative opinions regarding the use of English movies and TV programs for enhancing listening skills among their students. It is important to note that the interview was conducted entirely in English, therefore each question needs to be examined independently, as follows:

**Question one: are English movies and TV programs useful in teaching English skills?**

The purpose of this question is to ascertain whether teachers perceive TV programs and movies as effective tools for teaching English skills, particularly listening. Based on the results, 80% of teachers agreed and expressed their support for this idea by answering "yes." However, the remaining 20% of teachers rejected this notion.

**Question two: As a teacher have you used English movies as a tool to teach and enhance your student listening skills?**

This question aims to provide insights into the utilization and effectiveness of movies in teaching listening skills to EFL students. The results indicate that 50% of teachers incorporated short films or segments of movies in their listening instruction. Conversely, the other 50% of teachers did not use them and justified their decision by citing constraints such as limited time and concerns regarding the teaching methodology.

**If yes, do you find that English movies and TV programs are effective way to develop students listening skill?**

This question was specifically directed towards teachers who utilize TV programs and movies as teaching tools to enhance listening skills for their students.

Those who employ these tools responded affirmatively, emphasizing their significant contribution to improving listening abilities. However, it should be noted that the remaining 50% of teachers who opposed this idea did not provide a response to this question.

**Question three: how many times do you prefer students to watch TV programs and movies to develop their listening skills?**

Through this question, our aim was to determine the frequency at which students need to watch TV programs and movies to enhance their listening skills. Three choices were provided: once a week, once a month, and once a semester. The majority of the interviewees (teachers) chose once a week, accounting for 70% of the responses. On the other hand, 30% of them opted for once a month.

**Question four: in your opinion which movies helps to improve students listening skills? (with subtitles or without it).**

This question is similar to the one asked in the questionnaire as it aims to gather respondents' opinions regarding the use of subtitles in movies to enhance listening skills.

In general, 55% of the participants have expressed a preference for movies with subtitles for their students. They believe that subtitles are highly beneficial, particularly for beginners, as they facilitate the listening process and improve overall understanding. On the other hand, 45% of respondents state that movies without subtitles encourage students to develop critical listening skills and engage in word meaning inference through listening alone.

**Question five: which kind of movies do you advice students to watch to develop their listening skills?**

Question five aims to address a crucial aspect for the purpose of this study. It inquired about the types of movies that teachers find beneficial and significant for improving the listening process of their students. Notably, 80% of the respondents recommended watching movies that revolve around authentic stories, historical events, scientific subjects, and documentaries. However, it should be noted that the



remaining 20% did not provide a response, as they were opposed to the idea of utilizing movies to enhance listening skills.

**Question six: what is your attitude about these audiovisual tools?**

Through this question, we aimed to gather the opinions of teachers regarding the use of audiovisual tools. In response, the majority (80%) expressed a positive attitude, highlighting that these tools contribute to improving student interest and motivation for learning. They emphasized that various activities, such as dictation, word guessing, group discussions, and oral presentations, can be derived from these tools, all of which enhance students' listening skills. Additionally, teachers noted that audiovisual tools provide visual clues, including gestures, expressions, and body language, which aid in deeper language interpretation. Moreover, these tools raise cultural awareness and understanding. However, the remaining 20% responded with a negative attitude, rejecting these opinions.

## **2.12. Discussion of the Main Finding**

This part is going to deal with discussion and highlights the key findings and accomplishments of our study and experiments, aiming to confirm or disconfirm the hypotheses previously proposed for the research questions. In the start of this research work, it was proposed as a first hypothesis that EFL teachers employ strategies like movies with subtitles that may help students overcome their listening difficulties. After the collection of data through two research instruments, the findings obtained from the questionnaire addressed to first year LMD students in the English department at Salhi Ahmed University of Naama revealed that the majority of students unexpectedly displayed high motivation to overcome listening difficulties by watching movies with subtitles. Furthermore, this fact was reinforced by teachers' responses to the interview. Indeed, teachers confirmed that movies with subtitles are effective and useful resources for facilitating listening difficulties. These results validate the first hypothesis.

Concerning the second hypothesis, we hypothesized that learners can improve their listening skills by repeating movie scenes, watching TV programs and

asking themselves questions about what they heard and understood while practicing. The collected data from the questionnaire addressed to first year EFL learners showed that EFL learners displaying enthusiasm and a strong desire to enhance their listening abilities through movies and TV programs by listening creatively and making conscious effort to learn and understand what other people are saying . The same perspectives were highlighted by teachers after asking them in the interview. They asserted that English movies and TV programs are greatly helpful for improving listening skills. Consequently, students employed these instructions to get better results. These results confirmed the second hypothesis.

Regarding the third hypothesis, which stipulates that both teachers and learners hold positive attitudes towards using English movies and TV programs, as they believe, it plays a major role in teaching listening and offers various benefits. The data collected from the students' questionnaire and teachers' interview evident that both teachers and students have positive attitudes towards these tools and they play a significance role in teaching listening. These findings prove the third hypothesis.

Teachers also recommend their students to watch movies that have educational value, such as those with authentic stories, documentaries, and historical content.

### **2.13. Research Limitation**

Conducting research inherently presents challenges that can impede the progress of the study and limit its scope. Throughout this research, we encountered several limitations that affected our work. Firstly, selecting the research topic proved to be a difficult task, as it required careful consideration and extensive knowledge of the subject matter. Additionally, we faced limitations related to the availability of resources, such as books and articles, which were not freely accessible for download. This restricted our access to valuable references and information. Moreover, certain elements in the theoretical part lacked sufficient references due to limited availability. Another limitation was attrition, where the questionnaire responses were incomplete or inadequate, resulting in a limited number of students who were able to fully

complete it. Despite these limitations, we made efforts to mitigate their impact and ensured that the research findings were as comprehensive as possible.

#### **2.14. Suggestions and Recommendation**

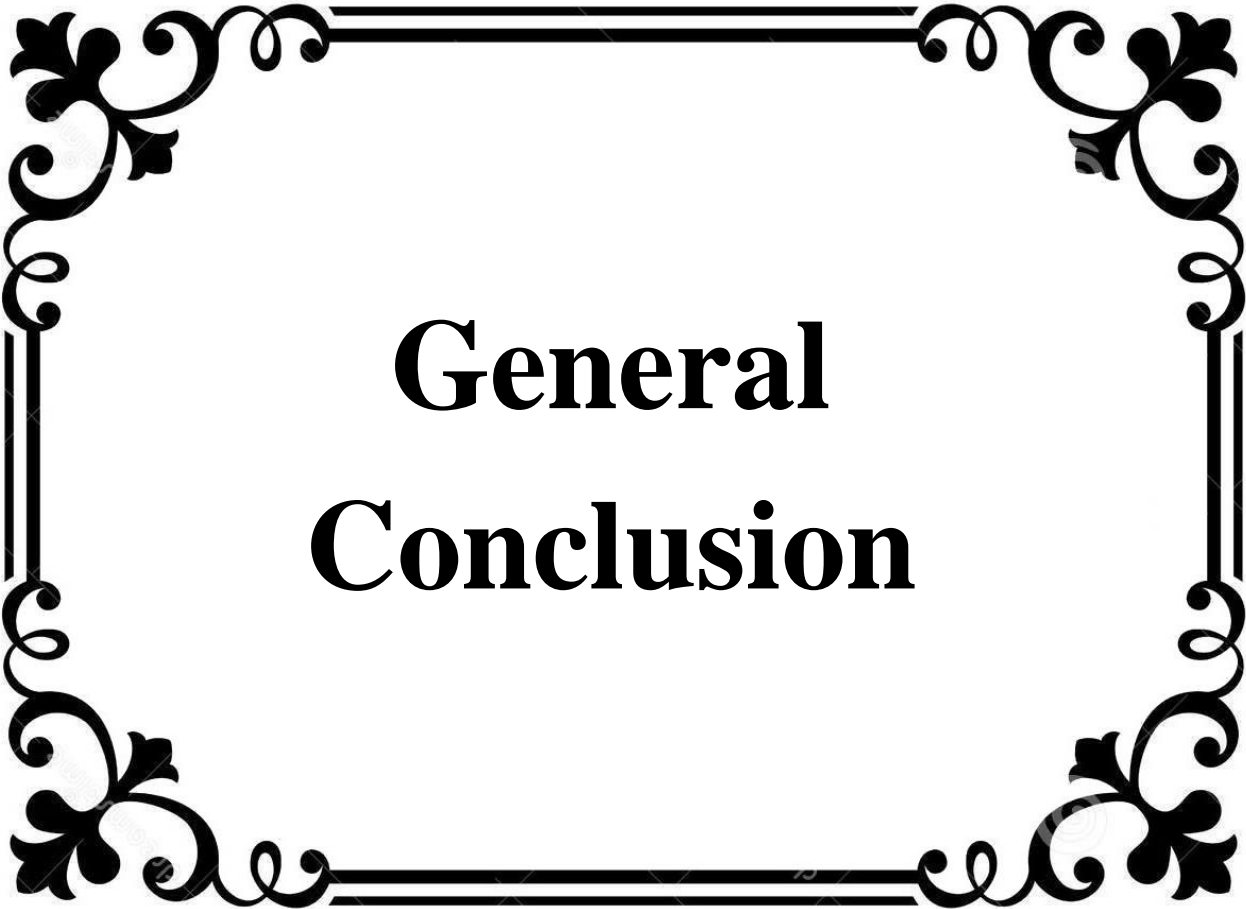
Based on the findings, we provide the following suggestions and recommendations to enhance the listening process:

- ✓ Activation of film usage: It is recommended to actively incorporate films as a tool to develop the listening process and language skills in universities. Integrating relevant movies and TV programs into the curriculum can provide valuable listening practice and language exposure.
- ✓ Strengthening student perception and motivation: Efforts should be made to enhance students' understanding and appreciation of audiovisual tools. Educators can emphasize the benefits and importance of using movies and TV programs to improve listening skills. Motivating students to actively engage with these resources will contribute to their overall language development.
- ✓ Comprehensive language development: While focusing on improving listening skills, it is essential for students to also develop their language proficiency holistically. Apart from listening comprehension, students should aim to achieve a good understanding of the content they hear and be encouraged to ask questions and seek clarification when needed.

Implementing these recommendations can create a conducive learning environment that fosters effective listening skills, language development, and student engagement.

**2.15. Conclusion**

In conclusion, the findings from the gathered data, which were analyzed both qualitatively and quantitatively, are significant. The study aimed to explore the attitudes of teachers and students towards the use of TV programs and English movies for developing listening skills, and the results revealed positive attitudes among both groups. Moreover, the hypotheses formulated for the research were supported by the outcomes and findings of the study.



**General  
Conclusion**

## **General Conclusion**

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In today's context, it is undeniable that audio-visual technology plays a significant role in learning the English language. While learning English may present difficulties, anyone can easily acquire the language by watching English TV programs and movies, as they provide both entertainment and the opportunity to enhance language skills such as listening, speaking, reading, and writing. Among these skills, listening stands out as crucial and deserving of serious attention from both EFL teachers and learners. English movies, in particular, are considered authentic sources that improve listening skills while providing enjoyment and knowledge. They have proven to be more effective than textual materials.

This case study aimed to explore the influence of TV programs and movies on the development of listening skills among EFL learners, with a focus on first-year master students at the University Center of Naama. To achieve this, three research questions were formulated:

1. How do EFL learners develop their listening skills?
2. How can English movies and TV programs improve the listening skills of EFL students?
3. What are the attitudes of students and teachers towards using English movies in teaching listening?

Based on these questions, the following hypotheses were formulated:

1. EFL teachers employ strategies (e.g., movies with subtitles) that help students overcome listening difficulties.
2. Learners can improve their listening skills by repeating movie scenes, watching TV programs, and asking themselves questions about what they heard and understood while practicing.
3. Both EFL teachers and learners hold positive attitudes towards using English movies as they believe they play a role in teaching listening skills and offer various benefits.

The data collected in this research demonstrated that first-year master EFL students at the University Center of Naama showed high motivation to improve their

## **General Conclusion**

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listening skills through watching English movies and TV programs, particularly with subtitles. They found these tools helpful and beneficial in developing and enhancing their English language proficiency. Additionally, both EFL teachers and students expressed positive attitudes towards these audio-visual materials and recognized their importance in teaching listening. The study's hypotheses were confirmed.

In summary, English TV programs and movies, with or without subtitles, can be considered interesting and useful for practicing and improving listening skills. It is worth noting that teachers should motivate their learners to engage in extensive listening (extensive viewing) as much as possible, as this approach undoubtedly plays a significant role in foreign language learning.



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# Appendices

## Students' questionnaire

Dear student,

We are second-year master's students of English at Ahmed Salhi University Center in Naama. We kindly request your participation in our data collection regarding the use of English movies and TV programs to develop listening skill in EFL students.

Please take a moment to answer the following questions. Thank you for your collaboration.

### Personal information

**Gender:**

- Male
- Female

**Age:**

-.....

### Learners' perception of using English movies and TV programs to develop listening skills.

1) What is your most frequently used English skill?

Writing  Speaking

Listening  Reading

2) Have you tried to develop your listening skills?

Yes  No

3) Do you watch English TV programs and movies?

Yes  No

4) Have you tried to repeat what did you listened to?

Yes  No

**5) Which English movies do you prefer to watch?**

With subtitles  without subtitles

**6) What is your perception in exploring movies for language learning?**

- Watching English movies improve my listening skills
- I find it interesting
- Watching movies motivate me to learn English

**7) Do English movies and TV programs motivate you to learn English?**

Yes  No

**8) Did your language get better after watching movies and TV programs?**

Yes  No

- If yes, to what extent? (choose one)

1%  20%  40%  100%

**9) Do you believe that English movies improve your listening skills?**

Agree Disagree

**10) In your university, have your teachers used English movies to teach you listening skills?**

Yes  No



## **Teacher's interview:**

**Dear teachers:**

We are second-year master's students of English at Ahmed Salhi University Center in Naama. We kindly request your participation in our data collection regarding the use of English movies and TV programs to develop listening skill in EFL students. Please take a moment to answer the following questions. Thank you for your collaboration.

**1) Are English movies and TV programs useful in teaching English skills?**

- .....

**2) As a teacher, have you used English movies as a tool to teach and enhance your students' listening skill?**

Yes                       No

- If yes, do you find that English movies and TV programs are an effective way to develop students' listening skill?

- .....

**3) How many times do you prefer students to watch TV programs and movies to develop their listening skill?**

Once a week       once a semester       once a month

**4) In your opinion, which movies help to improve students' listening skill?**

With subtitles                       without subtitles

**5) Which kind of movies do you advise students to watch to develop their listening skill?**

- .....

**6) What is your attitude towards these audiovisual tools?**

- .....

## Abstract

Listening is considered as one of the primary skills in foreign language teaching that students should master. However, the lack of motivation in learning can pose a challenge. The current study investigates the impact of TV programs and movies on the development of listening skill for EFL students at university center of Naama, first year Master students were chosen as a sample population alongside their English teachers. The research relied on research instruments : questionnaire and interview. The results obtained from this case study stipulate that TV programs and movies are effective and helpful alternative media for improving listening skill and language learning.

**Keywords:** listening skill, motivation, TV programs, movies, EFL students, language learning.

## Résumé

L'écoute est considérée comme l'une des compétences principales dans l'enseignement des langues étrangères que les étudiants devraient maîtriser. Cependant, le manque de motivation dans l'apprentissage peut constituer un défi. La présente étude examine l'impact des programmes de télévision et des films sur le développement de la compétence d'écoute chez les étudiants en anglais langue étrangère au centre universitaire de Naama. Les étudiants de première année de Master ont été choisis comme population d'échantillonnage ainsi que leurs enseignants d'anglais. La recherche s'est appuyée sur des instruments de recherche : questionnaire et entretien. Les résultats obtenus de cette étude de cas stipulent que les programmes de télévision et les films sont des médias alternatifs efficaces et utiles pour améliorer la compétence d'écoute et l'apprentissage des langues.

**Mots-clés:** compétence d'écoute, motivation, programmes télévisés, films, étudiants en anglais langue étrangère, apprentissage des langues.

## ملخص:

الاستماع يُعتبر أحد المهارات الأساسية في تعليم اللغة الأجنبية التي يجب على الطلاب أن يتقنوها. ومع ذلك، قد يشكل نقص الدافعية في التعلم تحدياً. تهدف الدراسة الحالية إلى استكشاف تأثير برامج التلفزيون والأفلام على تطوير مهارة الاستماع لدى طلاب اللغة الإنجليزية كلغة أجنبية في مركز جامعة نعام، وتم اختيار طلاب الماجستير في السنة الأولى كعينة من السكان إلى جانب معلمهم في اللغة الإنجليزية. اعتمدت البحث على أدوات البحث: الاستبيان والمقابلة. تنص النتائج التي تم الحصول عليها من هذه الدراسة على أن برامج التلفزيون والأفلام هي وسائط بديلة فعالة ومفيدة لتحسين مهارة الاستماع وتعلم اللغة.

**الكلمات الرئيسية:** مهارة الاستماع، الدافع، البرامج التلفزيونية، الأفلام، طلاب اللغة الإنجليزية كلغة أجنبية، تعلم اللغة.