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Learning Vocabulary through Movies in the EFL Context: The Case of First Year Students of English at the University of Abderrahmane Mira/Bejaia

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Dedication

We dedicate this work to our Loving Families and Dear Friends.

We stand here today, on the threshold of a remarkable achievement, with hearts full of

gratitude and joy. It is with immense pleasure that we dedicate our dissertation to the love,

and encouragement of our families and friends. Your belief in us, your constant presence, and

your unyielding faith have been the cornerstone of our journey, and we cannot express

enough how deeply grateful we are for your unwavering support.

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- *To my dear Parents, Abed Abdelouahab and Hamouda Sonia,thank you for all the things you have done for me you have been my guiding light throughout this incredible 17 years journey. Your love, unwavering faith ,and tireless sacrifices have given me the strength and motivation to pursue my dreams.*

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Abstract

This study is a didactic investigation of the use of English movies in education for better vocabulary learning and text comprehension. It aims at investigating the effect of watching movies on students' vocabulary learning and text comprehension, also at identifying the most effective tool (movies or texts) in increasing vocabulary learning and comprehension. Moreover, it intends to explore participants' perceptions towards the use of English movies in their vocabulary learning in the EFL classroom. To achieve these objectives, the study relied on an experiment and a questionnaire to collect data. Firstly, the population was first year students of English at the University of Abderrahman-Mira/Bejaia. 40 students were randomly selected as the sample of the study, and randomly divided into two Groups, A and B, 20 students in each group. Both were administered the same pre-test to measure their level of vocabulary knowledge and comprehension. After that, Group A received vocabulary instruction through watching a movie whereas Group B received the same instruction through reading a text. Then, they were administered the same post-test after the treatment. However, only Group A took part in answering the questionnaire afterwards. The findings, after the quantitative and qualitative analysis of the data, reveal that watching English movies enhances learners' vocabulary knowledge and comprehension. Also, movies are superior to texts in improving vocabulary and comprehension. They aid students in grasping new words and their contextual usage, enhancing learning and enjoyment. Additionally, movies alleviate anxiety, boost motivation, and make teaching a more pleasant experience for educators.

Key Words

EFL learning, English movies, text comprehension, Vocabulary learning, written texts

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<center>**General Introduction**</center>

The general introduction is the first section of the dissertation that presents a clear outline to the main aspects of the research. It includes the background of the study, the statement of the problem, the research aim and objectives, the research questions and the organization of the dissertation.

1.Clarification

Movies : Movies are defined as the various visual aids in a particular genre that provide a system which could enable the viewer to obtain a significant amount of information and knowledge about the characters, the context, the culture, and the language (Ellis, 2001).

Vocabulary : According to the Oxford Dictionary (1989), vocabulary is the total quantity of words that a person knows or uses that comprise a language.

EFL Teaching and Learning: it refers to the study and the teaching process of English by non-native speakers in nations where it is not the primary language is known as English as a Foreign Language (EFL) (Nordquist, 2020).

2. Background of the Study

It is well known that English is more widely spoken and utilized than any other language in the world. Its increased use outside of its original English-speaking countries in multilingual contexts by non-native speakers is what gave it the position of a global language that is utilized for communication between countries (Krstanovi & Marinac, 2019). With the spread of the media and technology, English is approximately used in all aspects and domains of people's daily life; it is mainly the language of academic research and technology, it is used in social media platforms and other educational and professional settings, such as education, law, medicine, commerce, and others.

Over the years, several techniques and methods were applied and examined to investigate their effectiveness in improving EFL learners' language proficiency and develop their language skills. The use of media tools has been discussed in literature as one of the teaching techniques that could improve the quality and outcomes of EFL students' learning process. Hikmah (2019) asserts that media tools provide EFL learners with an easy access to authentic language resources and give them chances to establish their own knowledge, as they also enable teachers to plan and integrate innovative interactive teaching models in their EFL classrooms. One of these tools is the use of English movies as an authentic source of language that shows EFL learners the correct use of the target language by its native speakers in real life communication and interaction.

A number of studies have been able to empirically and evidently reveal the positive impact of watching movies on improving learners' language skills, such as speaking (Halawa, et al, 2022), communication skills (Khan, 2015) (Keser & Acar, 2017), stimulating reflection (Gonzalez, et al, 2015), and listening skills (Nouthaphone, Purbani, 2020). In addition to numerous studies that have been conducted over the years to examine one aspect or another of language development for EFL learners.

Additionally, vocabulary learning and development is another major aspect that could determine the success or failure of the EFL learning process. During the last decade, students have resorted to the integration of media tools in education for their effective contribution to the development of EFL learners' language learning process, and their vocabulary expansion in particular. Therefore, the present study aims at investigating the effects of watching captioned movies on EFL learners' vocabulary learning and text comprehension.

3. Statement of the Problem

Learning vocabulary is an essential part of learning any language. For teaching and learning to be successful, this language component needs to be the center of both teachers' and students' attention. However, the majority of EFL students are found to struggle to learn and expand their vocabulary. EFL students often have difficulties in learning new words and expressions in the target language, and also in using these words in context in their language production. Therefore, the present study introduces an entertaining tool for students to learn vocabulary that involves the use of movies, and aims to explore learners' perceptions towards the use of this tool in their EFL classes in order to develop their vocabulary size compared with the use of the textual traditional method.

4. Significance of the Study

In fact, a considerable amount of academics and language teachers started to pay attention to the use of movies in EL learning and teaching. The impact of watching English-language movies on various language skills, including speaking, pronunciation, listening comprehension, and vocabulary, has been the subject of numerous studies. The employment of adapted films, which both serve as a legitimate source of language input and a literary instrument for exposing the literary history of the target language, has received very little attention. The current study is being done to fill this gap and explore the effects of watching English-language movies on vocabulary development and text comprehension in EFL students.

5. Research Aims and Questions

The current study aims primarily at investigating the effect of watching captioned movies on students' vocabulary learning and text comprehension, and investigating the same aspect of vocabulary development and comprehension. In addition, it also aims at identifying the most effective tool (watching movies or reading texts) in increasing students' vocabulary

learning and text comprehension. Moreover, the study intends to explore participants' perceptions towards the use of English movies in their vocabulary learning in the EFL classroom.

1/What are the effects of using English movies in education on EFL students' vocabulary learning and text comprehension?

2/Which is more effective in increasing students' vocabulary learning and text comprehension; traditional vocabulary instruction ,or movies-based vocabulary learning method?

3/What are students' perceptions towards the use of English movies in their vocabulary learning in the EFL classroom?

6. Organization of the Dissertation

The dissertation is divided as follows:

The dissertation starts with a general introduction that forms the initial outline and background of the research topic. It is followed by chapter one which would include the theoretical background that covers both research variables in relation to previously conducted empirical studies. The second chapter includes three main sections; the first section presents the practical side of the dissertation that explains and demonstrates the methodology followed in conducting this research, in addition to the second section that presents the main findings and their discussion (interpretation) in relation to previous studies in literature. Finally, General conclusion would cover the implications and recommendations for future studies.

Chapter One: Theoretical Background and Empirical Studies

1.1. Introduction

The first chapter presents the literature review that provides the topic of the research with a context and highlights the related studies that have been conducted to investigate the effects of watching English movies on EFL students' vocabulary learning and text comprehension.

1.2. Section One: Theoretical Background

Vocabulary is an essential language component that should be developed as an initial phase in the EFL learning process. The use of English movies as authentic language material that is used to develop learners' vocabulary and improve their comprehension is a popular topic of research in the current era of technological development and advancement. The chapter presents a literary background concerning the importance of both vocabulary learning and the use of English movies in the EFL learning process.

1.2.1. Use of Technology and Media Tools in Education

The world's current easy access to technology and rapid digital development, which has affected the educational field, have brought attention to the need for academics and educators to use innovative teaching approaches and strategies in the EFL teaching process. Recently, English has evolved into a global language that fosters communication across countries worldwide (Satullaeva & Kurbanbaeva, 2020).Given its status as an international language, more emphasis is placed on the significance of novel and effective teaching methods that EFL teachers need to employ in order to suit learners' digital orientation as well as the world's professional demands in terms of skills and competencies.

It is commonly acknowledged that teaching has evolved in recent years, and that educational institutions like the majority of fields in the technological age, are now focused more on encouraging students' critical thinking, creativity, and curiosities as the cornerstone of pedagogical curriculum (Zafari, 2019). Students are no longer treated as passive participants

in the learning process whereas the teacher is in the center of it, doing all the work and effort. However, learners are now the focus of the learning process where they are expected to engage and sometimes even lead the process and determine their learning outcomes by taking responsibility for it. Moreover, teachers' role save shifted so that they could guide learners and instruct them in their learning.

In order to enhance knowledge transfer, the incorporation of technology into the teaching/learning process has been recognized as the best method for both engaging students in the learning process with what provokes their interest and for developing their cognitive skills. The integration of technology into educational systems broadens the range of materials available to teachers to help them express their subject to students and make it more understandable. The latter allows for the inclusion of a broader range of elements that may enhance both students' and teachers' educational aims and objectives.

Admittedly, education has undergone a revolutionary transition as a result of technological advancements. The importance of technology in education cannot be overstated; the introduction of computers into the classroom has made it easier for both professors to impart knowledge and students to learn it (Raja & Nagasubramani, 2018). Kapur (2019) has listed the following points as the main advantages that the use of technology has brought to the development of education in the 21 century, namely improving students' independent work, increasing academic achievements, enhancing students' creativity, increasing the volume of the completed tasks of learners, increasing motivation, developing operational decision-making skills, enriching the field of research, and most importantly, improving the teaching and learning methods for both teachers and learners.

Moreover, the use of media tools as part of technology integration in education has also been shown to have positive results on learners' academic outcomes, especially in language learning. Using media that represents the culture of the target language is a highly beneficial

source of input that improves the development of language learning skills (Atiqotul, 2019). In a clear indication of the effectiveness of these tools in education for both teachers and students, Kapur (2020) states that media tools are fundamental in effectively leading the total operational functioning of the educational systems, they are helpful in increasing students' knowledge, and also for adequately preparing teachers for presenting their lessons.

There are many tools that are included in the category of media such as podcasts, songs, plays, and movies. The latter tool is the main topic of the present study which seeks to investigate the use of movies in relation to vocabulary learning and text comprehension. According to Ellis (2001), movies could be defined as the various visual aids in a particular genre that provide a system that could enable the viewer to obtain a significant amount of information and knowledge about the characters, the context, the culture, and the language. Movies as we know them, are an entertaining form of media through which people can watch stories performed by characters in real-life settings with different themes that correspond with the movie's genre, such as fiction, romance, science-fiction, horror, comedy, and others. A movie normally contains a moral lesson that the viewer can process as a lesson in a lesson from which he can benefit. They are also a great way to show other cultures and how their people live their daily life.

1.2.2. Types of Movies

According to Bordwell and Thompson (2019), there are three types of movies; documentary, fictional, and animated movies.

1.2.2.1. Documentary Movies

A documentary film can help to portray true facts about life outside of the film (Bordwell, 2016). Unlike the other types of films, documentaries showcase the true nature of the world and its people without disguising the ugly facts or decorating events to suit the film. Documentary films provide educational benefits that are increasingly valuable to researchers,

instructors, students, and others thanks to their formal English content and the fact that they may be used as visual aids in the classroom (Derradji & Aounali, 2016).Because of the formal language used, these documentaries are among the greatest instructional tools for EFL students. In general, this well-structured, organized language is taught in schools and universities. They are effective in developing students' cultural awareness because they portray native speakers' genuine daily lives, including how they interact, communicate, and act in real-life events and places. They demonstrate the practices and values that define their culture.

1.2.2.2. Fictional Movies

Unlike documentary films, fictional movies depict imaginary characters, places, and events under a particular imaginary theme (Bordwell, 2016), although Bordwell (2016) insists that not every fictional movie is irrelated to actual reality. The story of the film with its setting and atmosphere may be based on true facts, and only the characters and events could be fictional. There are many popular movies in this category such as *My Name is Khan*, *All the Presidents' Men,* and other films. Between the exposure to each frame, the creator could change the subject that is being photographed. It is a planned and carefully executed series of different drawings that are filmed as a single frame.

1.2.2.3. Animated Movies

According to (Bordwell, 2016),the majority of fiction and documentary films feature humans photographed in fully realized three-dimensional surroundings with a standard shooting speed that is typically 24 frames per second for live-action filmmaking. However, in animated films, the animators create a series of images by shooting one frame at a time instead of just filming an ongoing action in real time.

1.2.3. Adapted Movies For Education

Film adaptation is one of the most popular genres of movies in the world of cinema. It is defined as a type of movie that includes the transmission of a literary work from a printed version to a visual one that is displayed on the screen with the necessary modifications that are implied in the process(Rahmoun, 2021). Rahmoun (2021) also explains that this multimedia technique offers multiple interpretations of one literary work through different perspectives. In other terms, adapted movies are films based on written transcripts, whether books, novels, or even short stories. The story that is written in texts is brought to life through the characters and events that are displayed in the movie.

Movies have been integrated as an audio-visual resource in the field of education for the purpose of providing learners with authentic language input that depicts the real use of the target language in real situations and interactions. According to Arroio (2010), movies are audiovisual sources of information that can have a direct impact on perception and comprehension (as cited in Tofur, 2018). Through the use of movies to deliver educational content to students, the latter can have a better comprehension of the information provided in the form of pictures and sounds rather than just in the form of written texts. This is the main aim of the present study which seeks to use a movie to facilitate learners' comprehension of the vocabulary they learn in the classroom.

1.2.4. The Advantages of Adapted Movies in Language Teaching/Learning

Learning a foreign language is unquestionably considered as a cognitively demanding endeavor that a person may do in his life (Mellit, 2021). It is a challenging experience that requires a considerable amount of cognitive effort, commitment, and motivation. However, with the rapid global development of technology, the aforementioned process is known to be much more facilitated and even more effective with the use of media tools as language

instructional materials. Thus, the role of using adapted movies in language learning is to facilitate knowledge transfer and increase comprehension.

In fact, watching movies has proved to accommodate EFL students' diverse learning styles in the 21st century, by watching, listening, reflecting, memorizing, and visualizing (Rahmoun, 2021). This variety could allow students to process, retain and recall information according to their preferred learning style.

Increasing EFL students' motivation to learn is another advantage of watching movies that have been discussed by Rahmoun (2021). He claimed that using movies helps in stepping out of the traditional and often known boring teaching methods and creating a fun and dynamic atmosphere for learning the target language through audio-visual aids. Additionally, films have been also acknowledged to increase student's awareness of the target culture (Rahmoun, 2021). Admittedly, there is an interrelated relationship between language and culture; one cannot exist without the other. Thus, it is imperative for EFL learners to increase their intercultural awareness of the English culture if they want to learn and use the English language. Therefore, movies provide the perfect media through which the culture of the target language is depicted and the English language is demonstrated and used by native speakers in authentic contexts through live interaction and communication.

Additionally, watching movies as Ellis (2001) claimed provides learners with a journey of exploration through which they can discover the unknown and expand their imagination. Creative imagination can in turn develop learners' thinking skills and make them more resourceful in their language-learning process.

Lastly, the development of vocabulary is one of the most noticeable advantages of watching movies in the EFL learning process. The study of Arif and Qurohman (2018) has shown that EFL learners' vocabulary understanding of English texts is improved through the use of movies.

1.2.5. Definition and Types of Vocabulary

According to the Oxford Dictionary (1989), vocabulary is the total quantity of words that a person knows or uses which comprise a language. In the same vein, these words are what form phrases, which in turn form paragraphs and articles. Thus, vocabulary could be seen as small units that form a language. The more words an EFL learner develops, the more words he could generate and produce, either in writing or in speaking.

In another definition that is provided by Hornby (2006), vocabulary is defined as a list of words in the target language with their meanings that a learner knows and uses when he speaks (as cited in Izzah, 2015). Thus, vocabulary consists of words and expressions that are used to communicate in a particular language effectively and comprehensibly.

Furthermore, vocabulary has been described by Graves (2009) as a complicated cognitive process that not only includes the meaning of words, but how the vocabulary of a particular language is constructed; it includes how humans use and store words, how they learn words, and the relationship between words, phrases, word categories, and phrase categories (as cited in Mukoroli, 2011). Thus, vocabulary is not a simple process of storing words and their meaning in the target language. However, it is a knowledge of how these words are used in communication and how can these words can be combined to form phrases and categories.

Concerning the types of vocabulary, Nezhad, et al (2015) have classified vocabulary into two main categories; productive and receptive vocabulary. The two types are explained as follows :

1.2.5.1. Productive Vocabulary

According to Nezhad, et al (2015), productive vocabulary includes the words and expressions that are applied while speaking or writing. In other terms, they are the words and expressions that we use when producing language output, whether orally or in writing.

1.2.5.2. Receptive Vocabulary

Receptive vocabulary, on the other hand, is composed of words and expressions that are identified by the learners when they hear or see them (Hamzehlou, et al, 2012, as cited in Nezhad, et al, 2015). Unlike productive vocabulary, receptive vocabulary is concerned with language output rather than input. When a learner reads or listens to English, he or she should be able to identify words that are used and link those words to their meanings.

1.2.6. The Importance of Vocabulary in Foreign Language Learning

Vocabulary is an essential component of linguistic competence, forming the foundation for how well learners speak, listen, read, and write (Richards & Renandya, 2002, as cited in Izzah, 2015). In other words, vocabulary is the foundation upon which one's language learning process or linguistic competence is built. If learners did not understand words and expressions in the target language and their meanings, they would not be able to comprehend the input they receive, in turn, they would not be able to produce language output on their own. Thus, developing vocabulary is the first step toward learning a foreign language.

Furthermore, Susanto (2017) claims that the importance of vocabulary is evident in daily life encounters and interactions. For example, in the classroom, it could be observed that students with sufficient vocabulary are often the most achieving ones. Whereas outside of the classroom, it could also be noticed that people with good and effective communication skills often have a good mastery of words and their use.

Moreover, Susanto (2017) states that very little can be communicated without grammar, however, nothing can be conveyed without vocabulary. It is true that grammar that dictates language structure is important in producing language and using it for communication. However, if a learner acquired a decent grammatical competence but failed to develop vocabulary, his grammatical knowledge would be considered pointless. If he knew the

structure of a sentence in English but did not have the words to build that sentence, his knowledge about the form would be useless without the content.

Additionally, in the study by Nation (2015) about vocabulary development, he argues that vocabulary is not a goal in and of itself. A large vocabulary makes it easier to perform the abilities of listening, speaking, reading, and writing. It facilitates the process of learning a foreign language in general and improves the development of other language skills.

Also, Nezhad, et al (2015) have summarized the importance of vocabulary in four main points, which are :

A large vocabulary helps students express themselves and better communicate with others. Reading comprehension has been closely connected to vocabulary size. It means that the more vocabulary students have, the better their comprehension of the reading material is. Thinking vocabulary is synonymous with linguistic vocabulary. In addition, others may judge a person based on his or her vocabulary.

1.2.7. Vocabulary Teaching Strategies

Although some teachers may believe that learning new vocabulary is easy, students often struggle to learn new words and items. The most difficult issue a foreign language learner confronts is memorizing a large number of foreign words. Thus, the process of vocabulary acquisition has gained a considerable amount of interest and popularity in the field of language acquisition or learning. Scholars have classified the vocabulary acquisition process into two types or two stages; namely the explicit and implicit learning of vocabulary. The first is concerned with the direct, instructional, or intentional learning of new words and expressions, whereas the second type involves the accidental or indirect vocabulary acquisition that is accomplished through exposure to the target language (Nezhad, et al., 2015).

In fact, implicit vocabulary learning could be described as an intuitive process that is controlled by students' exposure to the target language through authentic language input and also by the student's level of concentration and attention to this language input. Thus, the majority of EFL teachers often resort to explicit vocabulary instruction that is more structured, planned, and executed.

According to Graves (2006), there are four main elements that should be included in any vocabulary instruction as follows (as cited in Hanson & Pauda, 2011): Providing rich and different language experiences, teaching individual words in an explicit manner, teaching word-learning techniques, and fostering word consciousness

These components are the main points that every vocabulary instruction should include. The first condition is to provide different language experiences through which the teacher can sustain his students' interest and attention during the learning process. The second factor is to teach vocabulary items in a clear and direct manner so that learners are fully aware of the target words that are being taught in the lecture. The third element is to teach the word learning strategy that the teacher used in his vocabulary instruction, through which learners can enhance their processing of the word and their memorization of it. Lastly, enhancing students' awareness of the target words and their meaning is the last element that should be included in vocabulary instruction. It is important to help learners use the target word in their own context so that they could gain a better comprehension of its meaning and its use. The figure below shows examples of how these four elements could be integrated into vocabulary instruction by EFL teachers.
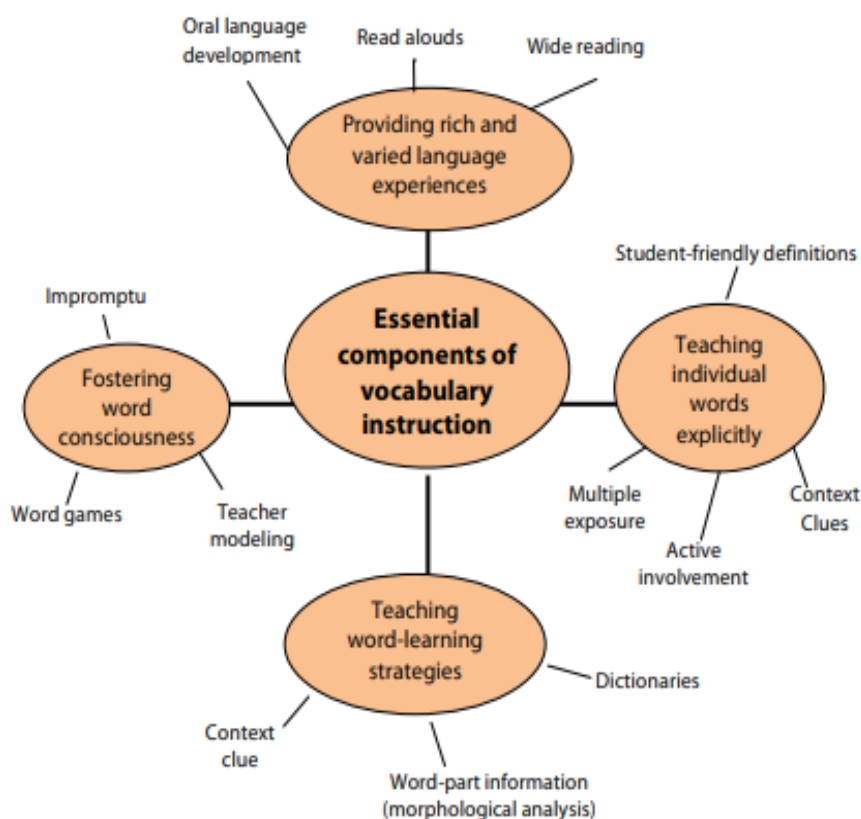
Figure 1. The four Essential Components of Vocabulary Instruction (Graves, 2006, as cited in Hanson & Pauda, 2011).

The figure shows that there are four main components that should be included in the vocabulary instruction of the EFL classroom. The first element and most essential one is to raise students' awareness of the vocabulary learning strategies so that they could apply them in their vocabulary instruction to gain more successful results. The next stage could be fostering word consciousness, it is the teacher's job to make his students aware of the formation of the smallest unit in the English language and learn the importance of words in English to appreciate and pay attention to their acquisition process. Then, the teacher could choose his/her vocabulary teaching instruction, either through explicit and direct instruction or through exposing learners to different vocabulary inputs.

In another attempt to guide EFL teachers into effective vocabulary instruction, Hatch and Brow (2011) have listed a number of steps that teachers should follow in their vocabulary teaching method (as cited in Izzah, 2015). These steps include :

Having resources for learning new words. This step includes selecting authentic language input that demonstrates the accurate and appropriate use of the target words by native speakers. These resources could be provided through the use of podcasts, songs, movies, and others. Obtaining the new words' forms. The second step involves the demonstration of the target words that the teacher seeks to introduce to his learners. He or she could highlight these words to make them more clear to students, through showing the words' form and spelling. Understanding the meanings of the new words. After demonstrating the form of the words, the teacher could explain the meaning of these words so that students are able to identify both form and meaning of the new vocabulary items. Memorizing the new words. After identifying both form and meaning of the new words, the teacher need to encourage his or her students to memorize them so that they could be added to their vocabulary bank. In addition to applying the new words. The last step in vocabulary instruction is to ask students to use the new words that they learned in producing examples of their own in order to further increase their comprehension and memorization of the new words.

Furthermore, EFL teachers Need also to keep in mind that there are stages for learning new vocabulary items. These stages are discussed by Mukoroli (2011) in his article about effective vocabulary teaching strategies. He elaborates that learning vocabulary is a complex process that consists of three main stages; they are labeling, packaging, and network building.

Firstly, labeling refers to a brief description offered for identification purposes or an identifying or descriptive tag affixed to an object. To put it simply, this term refers to demonstrating the meaning of the new word that is presented to students. When a teacher introduces a new vocabulary to learners, he/she should try to explain the meaning of it so that students can identify this word and relate it to its meaning. This could be achieved through giving a brief description of the word whether by words or by pictures. The most important

factor in this stage is that learners should accurately comprehend the meaning of the new vocabulary item to make sure that it is correctly stored in their minds.

Secondly, there is the packaging stage. It refers to the learning process in which objects can be organized together under a specific theme. When a learner acquires a new word in the target language, he/she tends to categorize it into a particular family so that it is more organized and effective to identify it and recall it for later use. In addition, when students learn a new word, they learn that this word could be used in multiple and different contexts. The word '*cold'* could be demonstrated as an example, it could be used to describe the state of an object concerning its temperature like *a cold chair*, or it could be used to describe the state of a person concerning his emotions like: *he is a cold person*.

Thirdly, as a last stage of vocabulary learning, network building is considered an important factor in developing students' vocabulary comprehension. The term refers to the process of establishing relationships between words and the links that combine them.

The first section of the chapter provides a theoretical background about the element of vocabulary learning and the use of English movies in teaching this language component. The next section provides empirical evidence of the effectiveness of this tool in terms of developing learners' vocabulary, without neglecting the drawbacks of using this language material in the EFL classroom.

1.3. Section Two: Empirical Studies

The present section of the chapter presents some of the previous studies that have been conducted in literature to investigate the effect of watching movies on EFL students' vocabulary learning and text comprehension. In addition to stating the contribution that this study seeks to present to language learners and instructors.

1.3.1. Previous Studies

In fact, there are many studies that prove the effects of watching movies on enhancing EFL learners' vocabulary learning and their text understanding in the target language. Aygun (2016) admits in his study about the effects of watching movies on the enhancement of EFL students' vocabulary learning that both movies and TV series play a significant role in improving students' vocabulary development. He supported his claim by the coding theory, developed by Paivio (1991), which states that relating images with meaning can help learners in understanding the context more effectively and efficiently. The claim was also proved through a pre and post-test that Aygun (2016) used in his study to detect the progress and development in learners' vocabulary after the treatment.

Moreover, Ashcroft, et al (2018) conducted a study to examine incidental vocabulary learning through watching movies. Through a pre and post-test, they were able to measure the effects of watching a single movie in English with captions on the ability of EFL Japanese students to recall a list of words that have been taken from the movie's script. The results of the study indicated that students were able to recall more words directly after watching the movie. Thus, it was concluded that movies, as a meaningful audio-visual tool that provides authentic language input, are a valuable and enriching language resource that could boost their vocabulary bank, and improve their language learning skills.

Furthermore, Ebrahimi and Bazaee (2016) have examined a different aspect of movies which is concerned with subtitled ones, they sought to investigate the effect of watching English movies with standard subtitles on EFL learners' content and vocabulary comprehension. Their study selected the movie of *Dangerous Knowledge* to be watched by forty-four students who were divided into two classes, one class watched the movie with subtitles whereas the second group watched it without subtitles. The analysis of the T-test and students' answers to the questions proposed by the researchers indicate that subtitles have a

positive effect on students' content comprehension. Participants who watched the movie with subtitles were able to better comprehend its content compared to those who watched the movie without subtitles. However, the use of subtitled movies did not affect students' vocabulary comprehension. In other words, students could understand the vocabulary presented in the movie with or without subtitles. Whereas with the use of subtitles, they could understand the content of the movie and its events more clearly. In a statement that encourages the use of subtitled movies and highlights their importance in the EFL learning process, Ebrahimi and Bazaee (2016) declared that subtitles in any language are excellent tools that allow people to appreciate films from other cultures and countries, and in the case of language learners, they may offer a new path to language learning and comprehension.

Before that, the same movie that was selected in the above study was also used by Etemadi (2012) in his study that examined the effects of bimodal subtitling of English movies on students' comprehension and vocabulary recognition. The study adopted an experimental research design where two groups were selected to watch two movies (*Dangerous Knowledge and Where's my robot ?*), one with subtitles and the other one without any subtitling. The findings made it abundantly evident that English movie content comprehension benefited from bimodal subtitling. It may be stated that participants understand the movie with subtitles better than they do the one without. Unfortunately, for unknown reasons, participants' vocabulary recognition was unaffected by bimodal subtitling.

Moreover, Gorjian (2014) added in his study that investigates the effect of movie subtitling on incidental vocabulary learning among EFL learners that the type of subtitling plays an important role in determining the positive effect of watching films on the EFL learning process. In his study, Gorjian (2014) used amixer between audio (in the native language of learners) and English subtitles with three different groups. The results of the study showed that English subtitles are the most effective type that could increase learners' vocabulary.

Before that, particularly in (2009), Yuksel and Tanriverdi presented another category of movies in the field of language learning which is the captioned English movies. This type of movie offers a written text of the spoken speech that is said in the movies. In other words, what is said by the characters is written at the bottom of the screen in English. Their study investigates the effects of watching captioned movie clips on the vocabulary development of EFL college students in a preparatory class. Through a pre and post-test examination and one month of the treatment through which they received movies-based vocabulary instruction, the results of the study indicated that students of the experimental group developed more vocabulary through incidental vocabulary learning that consists of acquiring vocabulary items without instruction through exposure to authentic language input.

In the same vein, Nhu Ha and Thao (2020) examined the use of captioned movies in the EFL learning process from a more qualitative approach that is concerned with exploring students' attitudes towards the use of this media tool. Their study indicated that students expressed attitudes towards watching captioned movies in terms of cognitive attitudes, affective attitudes, and behavioral attitudes. They even encourage their teachers of general English to adopt the method of teaching the English language with the use of English movies for the numerous benefits that this tool brings to the learning process.

In addition, Uzzaman and Roy (2019) revealed in their study that was conducted to examine students' learning through watching movies some of the negative aspects of using this media tool in the EFL classroom. These negative aspects include the inability to constantly focus on the learning content, and focusing on the dramatic effects of the movie instead. In addition to the possibility of developing an addiction to watching movies that could result in many disadvantages to the learner such as wasting time and health problems. It is true that the study indicated positive effects of watching films such as improving learners' pronunciation, increasing vocabulary, and enhancing motivation, however, teachers should

also consider to negative effects of the tool before thinking about implementing it into their EFL teaching classrooms.

Similarly, Roslim, et al. (2021) explored the same area of investigation which aims at examining the use of English movies in the EFL learning process. The study relied on the analysis of students' corpus as the main data collection in addition to exploring students' thoughts and insights through a survey. The findings revealed that students have benefited most from using movies when it comes to developing their speaking abilities, vocabulary, enthusiasm, and motivation as well as reducing their anxiety and stress.

1.3.2. The Contribution of the Present Study

One of the most frequently encountered problems in EFL learning settings is the low rates of exposure to the target language. Unlike ESL, the opportunities to use English and listen to it in EFL countries (where English is treated as a foreign language and not a second one) are limited. The language is only used in formal academic settings such as the classroom and rarely used in social contexts outside the classroom. Thornbury (2002) agrees that the typical input of L2 learners is impoverished (referring to their vocabulary size) (Ozturk, 2019). Thus, teachers and scholars constantly seek to explore new teaching materials that provide EFL learners with authentic language input to enrich their vocabulary and improve their language learning skills. One of these media tools and materials is English movies. Zengin and Çubukçu (2013) claim that series or movies can provide an abundance of input material, they also added that restricted EFL settings and class hours necessitate the use of social and entertaining activities such as movies as learning tools (as cited in Ozturk, 2019).

The use of movies in EL learning and teaching has gained the attention of many scholars and language instructors. Several studies have been conducted to examine the effect of watching English movies on different aspects of the target language (speaking, pronunciation, listening comprehension, vocabulary). However, little attention has been directed to the use of

adapted movies which serve as both a literary tool that exposes the literary background of the target language and an authentic source of language input at the same time. Thus, the present study is conducted to fill this gap and investigate the role of watching adapted English movies on EFL learners' vocabulary learning and text understanding.

1.4. Conclusion

As it has been seen through the previous studies that are reviewed by the researchers of the current study, watching movies is an authentic language teaching tool that demonstrates the real use of the target language in real-life communication and interaction. The tool showed to have positive effects in increasing EFL learners' motivation, and vocabulary, improving their language skills, reducing their stress and anxiety, and maintaining their attention during the learning process. However, it should be also taken into consideration that movies could have a negative impact on learners' outcomes. This possibility is examined through the present study that investigates the use of movies .

Chapter Two: Research Methodology,Results and Discussion

2.1. Introduction

The methodology chapter presents the practical side of the thesis conducted. It is divided into three main sections; the first one presents the methodology followed, the second section includes the data analysis and interpretation, and the third section involves the implications and recommendations of the study.

2.2. Section One: Methodology

Methodology of researches the fundamental component of conducting any study in the scientific research. It works as a guideline for the both the researcher and his audience of readers to guide them through his exploration and experimentation process. It includes and demonstrates all the procedures undertaken in the process in addition to the rationale behind every move. Moreover, the chapter also includes the data analysis and interpretation process where the results collected from participants of the study are interpreted and discussed in relation to previous research in the field.

The present one presents the road map side of the work that includes the research methodology. All procedures and steps of data collection and analysis are demonstrated as follows.

2.2.1. Description of Participants

Research population is a group of individuals or objects that a study aims to draw conclusions about. Shukla (2020) states that the foundation of the entire research lies in the objectives. The aims of the study guide the researcher to select the population.

The population is the group of interest to the researcher and the sample is taken from this population. The research population is defined by the research question and the inclusion and exclusion criteria, it should be clearly defined in the study's methodology section.

The population of the present research includes first-year students of English at the University of Abderrahmane Mira/Bejaia. They are selected based on their academic level in learning the English language, being freshmen students is a suitable factor for the aim of the study which seeks to investigate their vocabulary learning and comprehension through watching movies. They are similar in terms of having similar social background; they all have Kabyle language as their native language, and their age is between 18 and 21 years old.

Moreover, a sample is known as a portion of the population that perfectly represents it. This means that the units chosen from the population as a sample must accurately reflect all of the traits and characteristics of the various kinds of population units (Shukla, 2020).Furthermore, sampling techniques are the method for selecting the sample from the entire population.

The sampling technique that is followed in choosing the sample of the study is the clustering method which is one of the strategies of probability sampling. This method requires the selection of participants in the form of groups without any bias of conditions that are considered to choose the participants. In other words, all participants have equal chances in being included in the study. The group that was selected is already organized by the administration of the English language department. The two researchers of the current study choose a random group of oral expression and divided it into two groups. The total number of the group is 40 students. Hence, each group of the two divided ones resulted in 20 students. The first group is assigned as group A and it is the one in which students would receive the vocabulary instruction through watching movies, whereas group B is assigned to receive the same instruction through reading texts. Both groups are assigned to take a pre and post-test that measure their vocabulary learning and comprehension.

2.2.2. Data Collections Tools

The main aim of the present study is to investigate the effects of watching movies on students' vocabulary learning and text comprehension. It also aims at exploring their

perceptions towards the use of this media tool in their EFL learning classrooms. In addition ,the study aims at comparing the difference between students' vocabulary knowledge and text comprehension through watching movies and reading texts, in order to determine which method is more effective. In order to achieve that aim, two groups are assigned through which the first group receives the vocabulary instruction through watching a movie and the second one receives the same instruction through reading a text. The pre and post-test shows the difference in learners' vocabulary knowledge and comprehension before and after watching the movies, the difference in students' vocabulary knowledge and comprehension before and after reading the text, in addition to comparing between vocabulary knowledge and comprehension with watching the movie and reading the text.

Data collection, according to Bhandari (2020), is the methodical process of gathering observations and measurements. Whether a researcher is working toward business, governmental, or academic goals, data collection allows him to gain first-hand knowledge and distinctive insights into the research problem.

2.2.1. Pre/post-test

The test used in this study to measure learners' vocabulary knowledge and development is a modified version of the Vocabulary Knowledge Scale (VKS) which is developed by Brown (2008). It is a 5-point self-report scale that is originally developed by Wesche&Paribakht(1996) that allows students to indicate how well they know items of vocabulary. It measures small gains in knowledge in order to compare the effectiveness of different vocabulary instructional techniques, which are movies. The scale is adapted and modified based on the content of the video that is used in the experiment which is taken from the Macbeth play (see Appendix 1). There are important vocabulary items that are taken from the adapted movie and exposed to participants to test their knowledge, comprehension, and use of these items before and after the experiment. The same test includes two more activities

where participants are required to first explain the meaning of each word that is presented to them in the scale, then provide examples of their own using those words in the third and last activity.

2.2.2. The students' questionnaire

The questionnaire is adapted from two different studies that are conducted with similar aims, the first study is of Roslim, et al (2021), and the second one is of Katemba and Ning (2018). Some questions were modified to suit the present research aims, whereas other questions are removed for their unnecessary contribution to the study objectives.

The questionnaire includes three main sections with seven questions, some are open/closed-ended, whereas the majority are multiple-choice questions. The first section aims at identifying participants' personal information, the second section aim at exploring their perceptions towards the role of watching movies in increasing vocabulary through Likert scale statements, whereas the third section aims at exploring their perceptions of the use of English movies in their EFL learning methods (see Appendix 2).

The movie that is used in the present study is Macbeth by William Shakespeare '*The Dagger Scene*'. It is selected for two main factors; the first one is due to the fact that Shakespeare is one of the greatest writers in history and his literary works inspired many researchers. The second factor is related to the vocabulary used in the movie and their level of difficulty and unfamiliarity to EFL students. They are considered somehow complicated, yet with the use of visual aids in the movie, students are expected to have a clear comprehension of the meaning of the vocabulary used.

2.2.3. The Procedure of Data collection

The procedures of the study started taking permission from two teachers of oral expression to allow the experiment to take place in one of the classrooms at the university of Mira, Bejaia, in addition to the permission of the administration. After that, the selected group (the sample

of the study) was divided into two sub-groups and they were assigned to group A as the group who would receive vocabulary instruction through watching the movie, and group B as the group who would receive the instruction through reading a text that transcribes the content of the movie (written text of the movie).

Both groups received the instruction at the same time and same date under the supervision of both researchers (one was responsible for playing the movie and administering the pre/post-test and questionnaire to the A group, whereas the other one was responsible of administering the written text and the two tests before and after the experiment). It should be mentioned that both groups were also limited to time constraints where they were given 20 minutes both to answer the questions before and after the treatment. Group A who watched the movie has been able to re-watch it for four times before taking the post-test and the questionnaire.

2.2.3. Research Design

According to Akhtar (2016), the design of research refers to the conceptual framework for conducting a study. It is also described as the blueprint of research. Akhtar (2016) asserts that the design of any research should be the first thing that the researcher selects after his topic is settled and his research problem is identified. After finding the problem, the researcher needs to outline the methods and tools with which he would collect data that would help him in finding solutions in order to answer his research questions.

Moreover, Akhtar (2016) has also tried to explain the meaning of research design by comparing the process of research with the process of building a house. He says that every house construction needs a map to follow so that architects could have a guide to their work. This is exactly what the design means, it is a map of research that guides the researcher to conduct his study. There are two main types of research that are frequently used in conducting studies in the Algerian higher education context, exploratory and experimental research.

The present study adopts an experimental research design that aims at examining the effects of watching movies on students' vocabulary development and text comprehension. It seeks to establish the cause-effect relationship between the two variables of the study (movies and vocabulary learning and text comprehension) in a measurable and accurate way.

2.2.4. Research Method

According to Goundar (2012), the numerous processes, plans, algorithms, and procedures that are employed in research are referred to as research methods, they are any techniques a researcher uses when conducting a study. In essence, they are planned, scientific, and value-free. They aim to help the researcher in collecting the data from the participants of the study in order to find solutions to the research problem.

The present study follows a quantitative research method in collecting and analyzing the data of research. This approach suits the study aims and purposes. Given that the study aims at establishing the cause-effect relationship between watching movies and vocabulary development and comprehension, it is seen that this topic of investigation could be approached through a scientific statistical method which could provide reliable results.

2.2.5. Data Analysis

The next stage after the data collection process is to figure out how to extract the relevant and valuable information hidden in the data for further manipulation and interpretation after successfully gathering the accurate and reliable information by employing the right approach from the source, data analysis is the process of carrying out specific calculations and evaluations in order to extract pertinent information from the data collected (Ibrahimi, 2015).The present study uses the manual calculation of the percentages of participants' responses to analyze the data collected through the questionnaire in addition to the qualitative interpretation of the open-ended questions in the questionnaire, and the results of the pre and

post tests are calculated to also present percentages that represent the difference between the pre and post test of both groups.

Research methodology is a crucial component that directs the researcher through his study in a series of organized, well-structured procedures. The present section has provided a thorough description of the data collection techniques used by the researcher to carry out the investigation. The statistical information and results interpretation that were acquired using the information provided by the participants would then be presented in the subsequent chapter of the data analysis and interpretation.

2.3. Section Two: Results

This section provides a detailed analysis of the data collected from the sample of the study. It starts with the analysis of the pre and post-test that was calculated manually to determine the percentages and compare them.

2.3.1. Analysis of the Pre and Post Test

The pre and post test are analyzed through calculating the percentages that represent participants' vocabulary knowledge and comprehension.

Key		
1. Dagger	2. The handle	3. Blade
4. Dudgeon	5. Howl	6. Thee
7. Clutch	8. False	9. Thou
10. Gouts	11. Sensible	12. Heat-oppressed
13. Draw		

A = I know what this word/phrase means and I can use it in a sentence.

B = I know what this word/phrase means, but I'm not sure how to use it.

C = I've seen this word/phrase before, but I don't know what it means.

D = I've never seen this word/phrase before.

The above square represents the key that is used to code and decode participants' choice in the pre and post-test.

Group B : Before Reading the Text (should be stated before the movie)

Table 1: *Participants' Results of the Pre-Test (Group B)*

Table 1 presents the results of the pre-test that has been administered to the sample of the study in group B

Vocabulary Items	A		B		C		D	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Dagger	4	20%	3	15%	4	20%	9	45%
Handle	6	30%	5	25%	7	35%	2	10%
Blade	8	40%	3	15%	3	15%	6	30%
Dudgeon	0	0	1	5%	4	20%	15	75%
Howl	2	10%	3	15%	5	25%	10	50%
Thee	3	15%	3	15%	6	30%	8	40%
Clutch	2	10%	4	20%	4	20%	10	50%
False	20	100%	0	0	0	0	0	0
Thou	0	0	1	5%	4	20%	15	75%
Gouts	4	20%	3	15%	7	35%	6	30%
Sensible	20	100%	0	0	0	0	0	0
Heat-opressed	0	0	5	25%	0	0	15	75%
Draw	19	95%	1	5%	0	0	0	0

The above table which represents participants' knowledge of the vocabulary items presented to them before reading the text, shows that a large number of participants are not familiar with the words and do not know their meanings. Only a few participants showed that

they know some words such as 'clutch' and 'thee'. There are also two familiar words to participants: ' Sensible and false'. Their difficulty to recognize the vocabulary items could be due to the fact that these words are not clearly represented, maybe if they were offered clear examples or some sort of context that illustrates the meaning of these new vocabulary items.

Group B : After Reading the Text(Total is 20 participants)

Table 2: *Participants' Results of the Post-Test (Group B)*

Table 2 presents the participants' results of the post test that has been administered to group B after reading the text.

Vocabulary Items	A		B		C		D	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Dagger	12	60%	4	20%	3	15%	1	5%
Handle	12	60%	4	20%	0	0	4	20%
Blade	13	65%	4	20%	0	0	3	15%
Dudgeon	5	25%	5	25%	4	20%	6	30%
Howl	7	35%	2	10%	2	10%	9	45%
Thee	12	60%	3	15%	2	10%	3	15%
Clutch	9	45%	4	20%	2	10%	5	25%
False	18	90%	1	5%	0	0	1	5%
Thou	5	25%	2	10%	6	30%	7	35%
Gouts	2	10%	2	10%	4	20%	12	60%
Sensible	18	90%	0	0	0	0	2	10%
Heat-opressed	6	30%	5	25%	3	15	6	30%
Draw	19	95%	1	5%	0	0	0	0

The above table represents participants' results of the post-test which they took after they read the text. It shows through the data provided that there are some words that became clear to the participants after reading the text. These words include the 'Dagger' as an example. Before reading the text, (45%) declared that they have never seen the word before, after the text however, only (5%) stated that they have never seen this word. It means that the traditional method of teaching vocabulary is not 100% effective in increasing students' comprehension of the few vocabulary items. However, it is effective to some extents with some learners.

2.3.1.1. Comparison between the Pre and Post Test of the B Group (before and after using the text)

It is observed through the collected data concerning participants' responses before and after reading the text in the B group that ,there is a slight difference between the pre and post-test concerning participants' knowledge of the vocabulary items presented. The word 'Dagger' was never seen by 45%, after reading the text, 60% of them became familiar with the item and started to know how to use it. Moreover, there are some vocabulary items that were familiar to some participants, and after reading the text, the number of participants who knew the word increased. The word 'Handle' for example was recognized by 30% of participants without the text. After the text, the percentage increased to reach60% who knew the word and how to use it.

Group A: Before Watching the Movie (Total is 20 participants)

Table 3: *Participants Results of the Pre-test (Group A)*

The third table presents the results of the pre-test that has been administered to group A before watching the movie.

Vocabulary Items	A		B		C		D	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Dagger	0	0	0	0	2	10%	18	90%
Handle	0	0	0	0	5	25%	15	75%
Blade	0	0	0	0	0	0	20	100%
Dudgeon	0	0	0	0	0	0	20	100%
Howl	0	0	0	0	2	10%	18	100%
Thee	0	0	0	0	0	0	20	100%
Clutch	0	0	0	0	5	25%	15	75%
False	20	100%	0	0	0	0	0	0
Thou	0	0	2	10%	1	5%	17	85%
Gouts	0	0	2	10%	1	5%	17	85%
Sensible	19	95%	1	5%	0	0	0	0
Heat-opressed	0	0	1	5%	0	0	19	95%
Draw	0	0	5	25%	5	25%	10	50%

It shows from the table above that represents participants' knowledge of the vocabulary items presented, that they are mostly unfamiliar with the items, only the words 'sensible' and 'false' are shown to be comprehended by the participants. The results are similar to the ones of Group B who were also given the same test with the same vocabulary items.

Group A: After Watching the Movie (Total is 20 participants)

Table 4: *Participants Results of the Post-test (Group A)*

The fourth table presents the results of the post-test which has been administered to group A after watching the movie.

Vocabulary Items	A		B		C		D	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Dagger	10	50%	10	50%	0	0	0	0
Handle	15	75%	5	25%	0	0	0	0
Blade	20	100%	0	0	0	0	0	0
Dudgeon	16	80%	4	20%	0	0	0	0
Howl	18	90%	2	10%	0	0	0	0
Thee	20	100%	0	0	0	0	0	0
Clutch	19	95%	0	0	1	5%	0	0
False	20	100%	0	0	0	0	0	0
Thou	15	75%	5	25%	0	0	0	0
Gouts	19	95%	1	5%	0	0	0	0
Sensible	20	100%	0	0	0	0	0	0
Heat-opressed	17	85%	3	15%	0	0	0	0
Draw	20	100%	0	0	0	0	0	0

It shows through the table above which represents participants' scores on the pre-test after watching the movie that their knowledge of most of the items presented to them increased after watching the movie. Taking as an example the vocabulary item 'Thee' which 100% of students (20 students) stated that they have never seen the word before and do not know its meaning. After watching the movie however, 100% of the students revealed that they know the word and they can use it with their own examples. This highlights a very important aspect that could contribute to the effectiveness of movies as a vocabulary teaching tool which is the

element of 'context'. Students could have obtained a clear idea of the meaning of the unfamiliar words when they saw their meaning in context through the movie.

2.3.1.2. Comparison between the Pre and Post Test of the A Group (Before and after using the movie as a technique of learning vocabulary)

The analysis of the data collected from the pre and post-test of the A group indicated the following results :

Most words that were represented to students were unfamiliar to students, such as the word 'Dagger', 90% of participants expressed that they have never seen this word before. After the experiment, however, 50% of them said that they know the word now and know how to use it. The word 'Handle' is another example, before the treatment, 75% of participants declared that they do not know this word. After the experiment, 75% stated that they know the word and know how to use it.

It is also observed that even if participants did not know how to use these words, they at least grew familiar with them and their meanings. The word 'Howl' is an example; before the experiment, 100% said that they do not know the word and had never seen it before. After the experiment, 90% of them declared that they know the word and how to use it, and 10% said that they know the word but do not know how to use it.

Thus, it could be stated that there is a significant difference between the pre and post-test concerning students' comprehension of the vocabulary items presented. The majority of words were unfamiliar to them before watching the movie. After the movie, however, they knew the meaning of most of the items and how to use them in context, there are words the participants declared that they do not know how to use, but they know their meaning after watching the movie. The results of the study demonstrate the positive role of movies in increasing students' vocabulary knowledge and comprehension, the use of the target language

vocabulary in context helps learners in identifying the meaning of new words through the association of sound and picture which add to the learners' comprehension and retention of the learned vocabulary items.

2.3.1.3. Comparison between the Pre and Post-Test of Group A and B

It could be noticed through the statistics presented by both groups after watching the movie and reading the text, that there is an improvement in both groups concerning their text comprehension of new vocabulary items and their familiarity with their use. However, it could be noted that there is a difference between the A and B groups concerning the knowledge of these vocabulary items. Participants who watched the movie were able to understand the meaning of the words through sounds and pictures. This could be observed through the high percentages of participants who grew fully aware of the meaning of the vocabulary items and their use. It is true that the percentages of participants 'knowledge of these words in the B group also increased, but not in the same percentage in the A group. It indicates that participants has erudite the meaning and use of the vocabulary items more effectively by watching the movie than by reading the text.

Comparison of the Activity 2 and 3 of the Pre/post-Test of Group A and B after Reading the Text and Watching the Movies

The aim behind using the two sequencing activities in the pre and post-test is to examine the validity of participants' answers of the first activity which is the vocabulary knowledge and retention scale. Thus, they act as complementary procedures to the first main activity in the test. Participants are asked to provide the definition or meaning of the words that they know from the list and provide example of their own. The analysis of both activities before and after the test of both group A and B showed that participants provided only the definition of the items they knew and recognized from the list provided in the first activity (see Appendix 1), whereas the items that they did not recognize, they left a blank space. It is worth

noting that not all the definitions they provided are 100% correct, however, they are close enough to the meaning of the words and they could be acceptable since they have similar meaning but with different wording.

2.3.2. Analysis of the Questionnaire

The questionnaire is analyzed through the manual calculation of the percentages of participants' responses. The questionnaire is used to explore participants' perceptions of the experimental group towards the effect of watching movies on their vocabulary knowledge and text comprehension. It is also worth noting that this tool has been quantitatively and qualitatively analyzed, the close-ended question are analyzed quantitatively through calculating numbers and percentages, whereas the open ended questions are analyzed qualitatively through thematic interpretation.

Students' Perceptions towards The Role of Watching Movies in Increasing Vocabulary and Improving Text Comprehension

Table 5: *Participants' Perceptions towards the use of Movies for Vocabulary Learning and Comprehension*

The table presents students' perceptions towards the effects of English movies on their vocabulary learning and comprehension. The answers are assessed with the calculating of the total percentage of each answer.

Statements	Strongly agree (Percent)	Agree (Percent)	Neutral (Percent)	Disagree (Percent)	Stronglydi sagree (Percent)
I find it interesting to learn English using movies	**100**	**00**	**00**	**00**	**00**
Watching movies motivates me to learn English.	**60**	**30**	**10**	**00**	**00**
The online class presentation of movies reduces my anxiety in language learning.	**55**	**25**	**10**	**10**	**00**

I often use words and sentences from the movies in my daily conversation	**55**	**45**	**00**	**00**	**00**
I learn how to pronounce English words from the movies.	**75**	**25**	**00**	**00**	**00**
I learn many new words from watching captioned English movies.	**65**	**15**	**10**	**05**	**05**
I learn vocabulary from subtitles when I watch English movies.	**90**	**10**	**00**	**00**	**00**
I like English movies and I like their use in EFL learning classrooms.	**50**	**25**	**25**	**00**	**00**
I learned vocabulary by watching the movies	**95**	**00**	**05**	**00**	**00**
I often try to remember words and memorize them through repetition.	**85**	**15**	**00**	**00**	**00**
I write a new word in a sentence so I can remember it	**75**	**25**	**00**	**00**	**00**
I prefer watching movies with subtitled English movies than watching them without subtitled captions.	**35**	**65**	**00**	**00**	**00**
The captioned movie makes vocabulary learning easy.	**80**	**10**	**10**	**00**	**00**

I think movies are a useful resource for teaching English vocabulary.	**100**	**00**	**00**	**00**	**00**
I prefer to learn vocabulary from captioned movies rather than from books.	**95**	**00**	**05**	**00**	**00**
Watching movies in English improves my English oral skills	**100**	**00**	**00**	**00**	**00**
Watching movies facilitates learning English for me in the classroom.	**90**	**10**	**00**	**00**	**00**

It is clear from the table above that all students agree that using English movies to learn the English language is interesting (100%), it motivates them to learn English, they are a useful resource for teaching English vocabulary (100%), it improves English oral skills (100%), and facilitates learning English for them in the classroom (90%). In addition, they all agree that online class presentation of movies reduces anxiety in language learning (55%).

Moreover, participants declared that they often use words and sentences from the movies in their daily conversation (55%), they learn how to pronounce English words from the movies (75%), they learn many new words from watching captioned English movies (65%), they learn vocabulary from subtitles when they watch English movies (90%), they like English movies and they like their use in EFL learning classrooms (50%), they learned vocabulary by watching the movie (95%), they often try to remember words and memorize them through repetition (85), they write a new word in a sentence so that they can remember it (75%), they prefer watching movies with subtitled English movies than watching them without subtitles, they also agree that captioned movies make vocabulary learning easy

(80%), and they prefer to learn vocabulary from captioned movies rather than from books (95%),they would use this technique in their EFLL teaching methods to help their learners acquire more vocabulary (100%).

It is clear from the table above that all students agree that using English movies to learn English language is interesting (100%). The majority of participants strongly agree that watching movies motivates them to learn English (60%). There are also some participants who agree with the statement (30%), and others who are neutral (10%). They also strongly agree that online class presentation of movies reduces anxiety in language learning (55%). In addition, there are participants who agree with the statement (25%), whereas some were neutral (10%), and others disagreed with the statement (10%). Moreover,   it appears from the table above that all participants agree that they often use words and sentences from the movies in their daily conversation. A percentage of (55%) of participants strongly agreed with the statement and a percentage of (45%) agreed with it. They strongly agree that they learn how to pronounce the English words from the movies (75%). The rest of participants also agreed with the statement (25%).

Similarly, they mostly strongly agree that they learn many new words from watching captioned English movies (65%), there are also participants who agreed with the statement (15%), whereas other chose to be neutral (10%). In addition, few participants have also equally disagreed and strongly disagreed with the statement with equal percentages of (5%), as they strongly agree that they learn vocabulary from subtitles when they watch English movies (90%). The other participants also agree with statement (10%). Additionally, they strongly agree that they like English movies and they like their use in EFL learning classrooms (50%), whereas the other half was divided between agreeing (25%) and being neutral towards the statement (25%).

Furthermore, the majority of participants strongly agree that they learned vocabulary by watching the movie (95%). However, one participant chose to be neutral towards the statement (5%). Most participants strongly agree that they often try to remember words and memorize them through repetition (85). It also shows that the rest of participants agree with the statement as well (15%).   It is illustrated through the above table that the majority of participants strongly agree that they write a new word in a sentence so that they can remember it (75%), and the remaining percentage of participants agrees with the statement as well (25%). Most participants also agree that they prefer watching movies with subtitled English movies than watching them without with captions (65%). The other remaining percentage of participants strongly agree with the statement as well (35%).

It shows that (80%) of participants strongly agree that captioned movie makes vocabulary learning easy, the other participants were divide between those who agreed with the statement (10%) and those who chose to be neutral (10%). More importantly, all participants of the experimental group agree that movies are a useful resource for teaching English vocabulary (100%). They also strongly agree that they prefer to learn vocabulary from captioned movies rather than from books (95%), in addition to one participants who chose to be neutral (5%). Similarly, all participants strongly agree that watching movies in English improves English oral skills (100%), and the majority of them strognly agree that watching movies facilitates learning English for them in the classroom (90%). There are some participants who also agree with the statement (10%). The data presented show that all participants agreed that they would use this technique in their EFLL teaching methods to help their learners acquire more vocabulary (100%).

Students' Perceptions towards the Use of English Movies in Their EFL Learning Methods

1/ How do you feel when you watch a movie in your EFL classroom?

As an answer to this open-ended question, the majority of participants showed that it is easier to learn and receive educational content through the use of movies, whereas five participants provided that it was an interesting experience. One of the students answered, *"I feel more excited and interested in what am I going to learn than the other sessions where there are no audio-visual tools to use because I find it enjoyable, routine breaker, easy, and fun to watch a movie instead of a usual boring lesson ."*

2/ Do you believe that watching movies in learning English vocabulary has more benefits than drawbacks ? Explain

All participants agreed that watching movies in vocabulary learning has more benefits than drawbacks because it is a fun and entertaining method of teaching. One participant said that:

"I believe that watching movies has more advantages than disadvantages for learning English vocabulary since movies give a rich context for language acquisition. You can see how words and phrases are used in various contexts by watching films. Movies also mirror real-life discussions, idioms, and slang, exposing you to actual English and allowing you to learn how words and expressions are used in everyday events."

3/ If you are a teacher of English , would you use this technique to help your learners acquire more vocabulary?

All participants of the study selected yes as an answer with a percentage of (100%), they agree that it is a new strategy that makes learning easier for students and more enjoyable, whereas, for teachers, their teaching sessions would be more fun and less boring.

2.4. Conclusion

The analysis of the questionnaire has provided a clear reading of the data collected from participants of the study. The next section of the data interpretation would focus on discussing the reached results in detail in relation to previous studies that have been mentioned in the literature review.

2.5. Section 03: Discussion

In this part of the section, all the results and the findings of the present study are highlighted and compared to previous results in literature. The results are also interpreted and discussed in light of the researchers' own perspectives.

2.5.1 Summarizing the Keys Findings and Comparing them to the Literature

The data collected through the pre and post-test revealed that:

The test used in this treatment aims at measuring students' vocabulary knowledge and comprehension in two groups in which each one receives a different vocabulary teaching method. Group A received its vocabulary instruction through watching a captioned movie, whereas group B received its vocabulary instruction through reading a text. The results of the pre and post-test of both groups reveal that:

Before watching the movie, ten words out of thirteen proved to be unfamiliar for students where they expressed that they have never seen most of these words and d not know their meaning, or that they know have seen few words of the list (clutch, handle, draw) but they do not know their meaning or how to use them.

After the movie, it is observed that the list of the words that was unfamiliar to students before became clear in terms of both meaning and use since the percentages of their answers changed from 'I've never seen this word/phrase before' to 'I know what this word/phrase means and I can use it in a sentence' or to at least 'I know what this word/phrase means, but I'm not sure how to use it'. Hence, there are some words that became clear but they still do not know how to use them in context (Thou, Gouts, heat-oppressed).

The comparison between the pre and post-test of group A indicate that students found the movie to be a tool to facilitate their comprehension of new vocabulary items and teach them how to use these items in context. This was proved through the following activities that were

provided to prove students' comprehension of the words and their use in context (see Appendix 1).

In addition, a large number of students in group B did not know the words that were presented to them in class where nine words out of thirteen were classified as vocabulary items that students have never seen before, except for the words (false ad sensible). After reading the text, it could be noticed that students' percentages of their comprehension of the words have slightly increased, but only for some students. There were still student who did not comprehend the meaning of these items even after reading the text (see table 3). It means that reading the text only helped few participants in understanding the meaning of the words. The data collected through the questionnaire reveal that the majority of participants agree that they find it interesting to learn English by watching movies, it motivates them to learn, teaches them the right pronunciation of words, expands their vocabulary size, facilitates the learning process, improves their oral skills, and reduces their anxiety through the online class presentation of movies. Thus, they like watching films to learn and they prefer to use this strategy in their vocabulary learning process. The results are similar to several studies in literature that showed the positive effects of using movies to learn English in general and increase vocabulary knowledge in particular.

They also added that they prefer subtitled movies and specified their preference for captioned movies, expressing that learn many new words, and try to remember them and memorize them through repetition from watching captioned English movies. They also write the new items they learned in new sentences so that they could learn them better.

Finally, they added that they prefer learning vocabulary from captioned movies rather than from reading books, because it is a fun and entertaining method of teaching. It makes learning easier for students and more enjoyable, whereas for teachers, their teaching sessions would be more fun and less boring.

In fact, the results obtained through both research instruments correspond with numerous similar findings that are found in literature. Yuksel and Tanriverdi showed that watching movies provides learners with authentic language input that improves their comprehension of the new words and expressions in English and increases their incidental learning of vocabulary items. This was seen through the increase of participants' comprehension in Group A of the new vocabulary items after they watched the movie.

Moreover, Rahmoun (2021) added that one of the most acknowledged benefits of watching movies is increasing students' motivation, using movies helps in stepping out of the traditional and often known as boring teaching methods and creating a fun and dynamic atmosphere for learning the target language through audio-visual aids. In addition, Arif and Qurohman (2018) explain that EFL learners' vocabulary and their understanding of English texts are improved through the use of movies. In terms of stress and anxiety, watching movies proved to develop students' motivation to learn and reduce their stress and anxiety in the EFL traditional classroom. More importantly, increasing students' vocabulary learning and text comprehension has been listed as the most important benefit of using movies in EFL teaching (Yuksel and Tanriverdi, 2009; Uzzaman and Roy, 2019; Roslim, et al, 2021).

Furthermore, as a strong argument for the effect of movies on vocabulary learning and comprehension, Hatch and Brow (2011) argue that English subtitled movies show students the right form and use of the vocabulary item through the subtitled movie that presents both the oral pronunciation and spelling of the item, this facilitates their comprehension of the presented vocabulary items through the authentic context they are used in. Moreover, they recommended that teachers should ask students to write the words and use them with their own example to reinforce their memorization of the new words. Similar results are presented in literature, including Ebrahimi and Bazaee's (2016) findings which illustrate that students could understand the content of the movie and its events more clearly through subtitles.

Accordingly, Etemadi (2012) also states that EFL learners understand the movie and the vocabulary used in it with subtitles better than they do without subtitles.

In fact, these findings of the previous studies in literature highly support the current results obtained through the present investigation. The use of an English movie has proved to increase EFL students' comprehension of the new vocabulary items and their retention where they were able to use the same words that were presented in the movies after the experiment in their own generated examples. This also indicates that using a movie to teach vocabulary is more effective than using written texts for the majority of students. Using the movie could provide learners with a context that facilitates their comprehension and reinforces their memory. The association of sound and image could help in giving clear meaning to the word better than if it is used in isolation with no physical indication of its meaning.

General Conclusion

The last chapter of the dissertation presents the key findings of the study and highlights the main implications that are concluded. Moreover, it offers recommendations and suggestions for future studies with similar aims and objectives.

The study investigates the effects of English movies in education for better vocabulary learning and text comprehension. It adopts an experimental research design with a quantitative research method to approach the research topic in a scientific and accurate way. The study was initiated with presenting a clear guideline through the general introduction where the research aim, significance, population, data collection and analysis procedures are all presented. Then, the study provided a literary background about the research variables concerning both vocabulary learning and English movies. This chapter highlights the main benefits and advantages that have been proved by empirical research over the years in terms of enhancing EFL students' vocabulary learning and all the aspects related to this process. The second chapter presents the practical side of the dissertation where all the procedures are outlined and explained. It should be noted that the tools selected for this tool are quantitative. However, the analysis of these tools, namely the questionnaire, involves some small percentage of the qualitative approach where the open ended questions were analyzed through content interpretation. The main results of this study is that using English movies is an effective strategy for increasing students' vocabulary learning and enhancing their text comprehension. It is also found that movies are better than texts in teaching vocabulary to EFL students in terms of providing a meaningful context for the new words and expressions t facilitate comprehension and increase retention.

2.6.1. Implications and Recommendations

The main aim behind conducting the present study is to investigate the effect of movies on students' vocabulary learning and text comprehension. The study was able to highlight the

role of watching movies, particularly captioned movies in increasing learners' vocabulary. Most importantly, it was able to demonstrate the difference between using traditional vocabulary teaching methods (textbooks) and movie-based vocabulary instruction. It showed that watching movies is more effective in increasing students' vocabulary knowledge and text comprehension. Moreover, the study offers the following recommendations for EFL teachers, students and future researchers who are interested in the same research area.

- Teachers should educate themselves first about the appropriate implementation of movies and the procedures to follow in terms of the right choice of the film and the accompanying tasks and activities in order to increase the benefits of the tool and avoid time waste and students' distraction in the classroom.

- Students should enhance their exposure to the target language through authentic materials such as films in their free time, since classroom time is limited and cannot afford repeated exposure to the TL through movies. Hence, they can watch movies after class time to maximize the benefits that they could obtain from using this language learning tool.

- Researchers in the future could expand the scope of the study to include more participants through whom they can examine the effect of using English movies on EFL students' vocabulary learning and text understanding, as they can also extend the duration of the experiment to expose learners to different movies in order to obtain more profound results.

2.6.2. Limitations of the Study

One of the biggest obstacles that were encountered in the present study was the limited timeframe of the research. Due to administrative procedures that imposed for the dissertations to be submitted on a particular deadline, the study followed accommodating procedures in terms of reducing the experiment time and minimizing data collection tools for lack of time. Also a second obstacle was encountered during the process of conducting the present research is the administrative procedures that require the approval of all participants involved in the

process. Those procedures took valuable time that could have been better invested in the data collection and analysis process instead.

2.6.3. Delimitations of the Study

The delimitations in this research, which are the factors that facilitated the process of conducting the present study, are pointed as follow:

- The use of focused and relevant questions that aim at collecting relevant information to the research topic helped in narrowing the scope of the data analysis procedure.

- The use of the questionnaire was helpful in collecting large data base from students in a relatively short time.

2.6.4. Ethical Considerations

In order to uphold the work's ethical standards, all participants' data will only be used for study. All names and other identifying personal information are kept strictly confidential and only shared with the researchers. Only the participants' responses will be evaluated; thus they are protected from all harm. Moreover, all participants involved in the research were asked for permission for their participation.

The study investigates the effects of using English movies on EFL students' vocabulary learning and text understanding. It adopts an experimental research design with a quantitative approach to obtain accurate and precise results concerning the research topic. It also aims at answering the following research questions.

1/What are the effects of using English movies in education on EFL students' vocabulary learning and text comprehension?

2/Which is more effective in increasing students' vocabulary learning and text comprehension; traditional vocabulary instruction or movies-based vocabulary learning method?

3/What are students' perceptions towards the use of English movies in their vocabulary learning in the EFL classroom?

In order to answer the research questions, an experiment was conducted with first year students of English at the University of Abderrahmane Mira/Bejaia where 40 students were selected to form two groups; group A which received vocabulary instruction through watching a movie, and group B who received the same instruction but with written texts instead. Moreover, a questionnaire was submitted to students of group A at the end of the treatment to explore their perceptions towards the method. The analysis of the data collected revealed that watching English captioned movies enhances learners' vocabulary knowledge and comprehension. It is also shown that watching movies is more effective in increasing students' vocabulary and comprehension than reading texts. In addition, students prefer watching movies instead of reading books or texts in their EFL learning process because the tool facilitates their comprehension of new vocabulary items and teaches them how to use these items in context, it makes learning easier for students and more enjoyable, whereas for teachers, their teaching sessions would be more fun and less boring, it reduces their anxiety and increases their motivation to learn.

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Appendix 1: Pre/Post-Test

Comparison

The scale
A = I know what this word/phrase means and I can use it in a sentence.
B = I know what this word/phrase means, but I'm not sure how to use it.
C = I've seen this word/phrase before, but I don't know what it means.
D = I've never seen this word/phrase before.

Task 1 : do you recognize the following vocabulary items

Vocabulary Items	A	B	C	D
Dagger				
The handle				
Blade				
Dudgeon				
Howl				
Thee				
Clutch				
False				
Thou				
Gouts				
Sensible				
Heat-oppressed				
Draw				

Task 2 : Explain the meaning of each vocabulary item

Dagger…………………………………………………………………..

The handle……………………………………………………………

Blade…………………………………………………………………..

Dudgeon………………………………………………………………

Howl…………………………………………………………………..

Thee…………………………………………………………………..

Clutch…………………………………………………………………

False…………………………………………………………………

Thou…………………………………………………………………

Gouts………………………………………………………………….

Sensible……………………………………………………………….

Heat-oppresed…………………………………………………………

Draw…………………………………………………………………..

Task 3 : Provide examples of your own using the following vocabulary items

Dagger………………………………………………………………..

The handle……………………………………………………………

Blade…………………………………………………………………..

Dudgeon………………………………………………………………

Howl…………………………………………………………………..

Thee…………………………………………………………………..

Clutch…………………………………………………………………

False…………………………………………………………………

Thou…………………………………………………………………

Gouts…………………………………………………………………

Sensible…………………………………………………………………………….

Heat-oppresed……………………………………………………………………

Draw……………………………………………………………………………..

Appendix 2 : Questionnaire

Dear students

This questionnaire is part of our study that examines the use of English Movies in EFL learning process to expand vocabulary knowledge and text comprehension. You are kindly requested to answer the following questions with thoughtful thinking and consideration. Your participation is much appreciated.

Questions

Section One : Background Information

Gender :   male ☐   female ☐

Age :   ….. years

Section Two : Students' Perceptions towards The Role of Watching Movies in Increasing Vocabulary and Improving Text Comprehension

1/ Tick the statement if you agree or disagree

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
I find it interesting to learn English using movies					
Watching movies motivates me to learn English.					
The online class presentation of movies reduces my anxiety in language learning.					
I often use words and sentences from the movies in my daily conversation					
I learn how to pronounce the					

English words from the movies.					
I learn many new words from watching captioned English movies.					
when the teacher tells the instructions I understand better.					
I can tell slight differences between words, for example, "big" and "huge".					
I learn vocabulary from subtitles when I watch English movies.					
I like English movies and I like their use in EFL learning classrooms.					
I learned vocabulary by watching the movies					
I often try to remember words and memorize them through repetition.					
I write a new word in a sentence so I can remember it					
I prefer watching movies with subtitled English movies than watching them without subtitwith captions.					
The captioned movie makes vocabulary learning easy					

I think movies are a useful resource for teaching English vocabulary.				
I prefer to learn vocabulary from captioned movies rather than from books.				
Watching movies in English improves my English oral skills				
Watching movies facilitates learning English for me in the classroom.				

Section Three : Students' Perceptions Towards the Use of English Movies in their EFL Learning methods

2/ How do you feel when you watch a movie in your EFL classroom that is used to enrich your language skills ?

………………………………………………………………………………………………

……………………………………………………………………………………………….

3/ Do you believe that watching movies for the purpose of learning English vocabulary has more benefits than drawbacks ?explain

………………………………………………………………………………………………

…………………………………………………………………………………………….

4/ If you are a teacher of English, would you use this technique to help your learners acquire more vocabulary ?

Yes ☐   No ☐

- Why…………………………………………………………………………………

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Résumé

Cette étude est une enquête didactique sur l'utilisation de films en anglais dans l'enseignement pour améliorer l'apprentissage du vocabulaire et la compréhension des textes. Elle vise à étudier l'effet du visionnage de films sur l'apprentissage du vocabulaire et la compréhension des textes par les étudiants, ainsi qu'à identifier l'outil le plus efficace (films ou textes) pour améliorer l'apprentissage du vocabulaire et la compréhension. En outre, elle vise à explorer les perceptions des participants quant à l'utilisation de films anglais dans l'apprentissage du vocabulaire en classe d'anglais langue étrangère. Pour atteindre ces objectifs, l'étude s'est appuyée sur une expérience et un questionnaire pour collecter les données. Tout d'abord, la population était composée d'étudiants en première année d'anglais à l'Université d'Abderrahman-Mira/Béjaïa. 40 étudiants ont été sélectionnés au hasard comme échantillon de l'étude, et divisés au hasard en deux groupes, A et B, 20 étudiants dans chaque groupe. Les deux groupes ont été soumis au même pré-test pour mesurer leur niveau de connaissance et de compréhension du vocabulaire. Ensuite, le groupe A a reçu un enseignement du vocabulaire en regardant un film, tandis que le groupe B a reçu le même enseignement en lisant un texte. Le même post-test leur a été administré après le traitement. Cependant, seul le groupe A a répondu au questionnaire après le traitement. Les résultats de l'analyse quantitative et qualitative des données révèlent que le visionnage de films en anglais améliore la connaissance et la compréhension du vocabulaire des apprenants. En outre, les films sont supérieurs aux textes pour ce qui est de l'amélioration du vocabulaire et de la compréhension. Ils aident les étudiants à saisir les nouveaux mots et leur utilisation contextuelle, améliorant ainsi l'apprentissage et le plaisir. En outre, les films atténuent l'anxiété, renforcent la motivation et font de l'enseignement une expérience plus agréable pour les éducateurs.