

Hebron University
College of Graduate Studies
Applied Linguistics MA Program



Using Films in TEFL Classes at the Palestinian Universities

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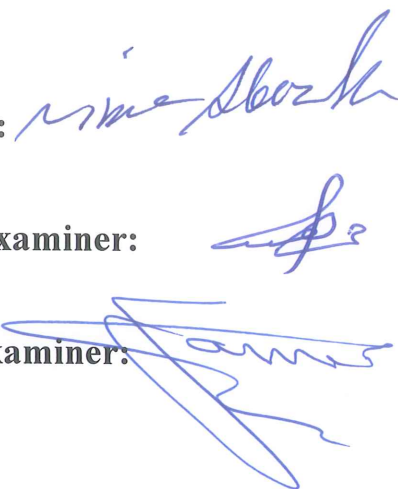
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The image shows three handwritten signatures in blue ink. The first signature, for the Supervisor, is written over the word 'Supervisor:'. The second signature, for the External Examiner, is written over the word 'External Examiner:'. The third signature, for the Internal Examiner, is written over the word 'Internal Examiner:'. The signatures are stylized and cursive.

Dedication

To every ambitious person who works very hard to achieve his\ her dreams;

To every aspiring person who wakes early in the morning looking for his\ her future;

To every pretentious person who tries his\ her best to make life better;

I dedicate this thesis which consumed a lot of my time and efforts and which took a lot of determination and attempts to be achieved.

Acknowledgment

To my loving father, Dawood, who released my wings and allowed me to fly. To my ambitious mother, Abeer, who didn't want anything but the best for me and for my family. To my devoted husband, Jalal, who held my hand through all the difficulties I had faced. To the optimistic Wafa'a, my sister in law, who told me "go ahead, and I'll support you. To every single member of my family and my husband's family who helped in making this dream a reality. Thank you, because without you this road would have been very gloomy. Thank you for lighting my life and helping me building brighter future.

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Finally, my greetings to my lovely children, Mohammed, Salsabeil, and Bailasan, who didn't find any better time for crying, screaming, fighting, asking for water, going to toilet, or sneezing, other than when I start working on my thesis. Dear children you made my life happier and helped me in being a better person. Thank you.

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Abstract

Through this study, the researcher was interested in proving that films have positive effect on the process of learning a new language. Therefore, she used a quantitative study that was conducted on two groups of English major university students from Hebron University, where the first group watched a film and the second group read its script. By using pre-test, post-test, and a survey, she found positive differences in the listening and speaking skills, in addition to the vocabulary comprehension, and the cultural awareness. Moreover, there was general improvements on both groups in the process of learning a new language. However, the first group, that watched the film, achieved greater improvement than the second group that read the script of the film. Therefore, the researcher recommends using films in teaching a foreign language, and encourage the curriculum designers to design new courses that include films to be used in learning a new language.

اهتمت الباحثة خلال هذه الدراسة بإثبات أن الأفلام تترك آثارا إيجابية على عملية تعلم لغة جديدة. ولتحقيق هذا الهدف قامت بإجراء دراسة كمية على مجموعتين من طلاب اللغة الإنجليزية في جامعة الخليل. حيث قامت المجموعة الأولى بمشاهدة فلم، بينما قامت المجموعة الثانية بقراءة نص الفلم. ومن خلال استخدام الاختبارات والاستبيانات، تمكنت الباحثة من الحصول على اختلافات إيجابية في مهارتي الاستماع والتحدث، بالإضافة إلى فهم المفردات والوعي الثقافي. كما كان هناك آثار إيجابية بشكل عام على عملية تعلم اللغة الجديدة. ولكن تجدر الملاحظة أن المجموعة الأولى التي شاهدت الفلم حققت تقدما ملحوظا أكبر من المجموعة الثانية والتي قرأت النص فقط. ولهذا فإن الباحثة توصي باستخدام الأفلام في تدريس اللغات الجديدة، كما تشجع مصممي المناهج على تصميم مواد جامعية جديدة تتضمن استخدام الأفلام في تعليم اللغات الجديدة.

Chapter One

1.1 Introduction

Written literature is usually used as a curriculum in TEFL courses in Palestinian institutions of higher education, but visual literature is not. The main role of visual literature in TEFL classes is limited to be only a helping tool used as an addition to facilitate the understanding of students or to amuse them. In this study, the focus will be on using films as a visual literary genre for the curriculum of TEFL class. "The film is the book" (Helm, 2010, p. 2).

Nevertheless, in the research, the researcher is not suggesting the 'replacement' of written literature with visual literature. Though she aims to add visual literary courses, in order not to marginalize the role of visual literature in the TEFL classes in the Palestinian institutions of higher education. Particularly, the role of films. "We just don't believe that our students have to choose between reading and viewing. They can do both." (Teasley et al., 1994, p. 2).

Nowadays, EFL teachers should recognize that reading a literary work by itself is not sufficient for learning anymore. "If students aren't taught the language of sound and images, shouldn't they be considered as illiterate as if they left college without being able to read or write? George Lucas, filmmaker" (Dyck, 2012, p. 1). In the 21st century, a person needs to have the ability to interpret visual inputs just as much as he/she needs the ability of reading and writing. So introducing visual literacy in general is essential. "The world is now at the point where younger people are exposed to the visual language sooner than the verbal" (Cruickshank, 2006, p. 10). Correspondingly, in an attempt to understand the importance of visual literacy, look at the amount of words that have entered the English language in the recent years that are connected

directly to visual literacy, such as screenager, kinetic typography, infographic, mashup, augmented reality, meme, emoji. A simple research on the internet would provide the reader with the meaning of any term if he/she hasn't known it already. (Hughes, 2016)

The changes toward more need for visual literacy is taking place all over the world, including the Middle East. And as the researcher is interested in using films in particular and not any other genre of visual literature, she focused her investigations while preparing for the research on the attitudes towards film in the Arab countries in general, in an attempt to reflect the Palestinian's youth attitude toward films, taking in consideration the lack of statistics in addition to the information related to the relationship between the Palestinian youth and entertainment in general or films in particular.

In a study that tackles the media habits among youth in the Arab world, the results show that 87% of the Arabic youth watch TV for the sake of watching films. (Melki, 2010). Another more recent study conducted by Doha film institute showed that "Young people 18 to 24 years old watch far more American films than do people over 45 years old (47% vs. 18%)", (Dennis et al., 2016, p. 13). By those two studies, we can understand that films have a part of the lives of large number of students in the Arab world in general. So those results can be used to encourage those who prefer to watch a film rather than reading a book to learn a new language, and increase their enthusiasm for participating in the classes. "Films add a vital dimension to the language being studied, language comes alive" (Lowe, 2007).

In this research, the researcher is using the term film to indicate "A story or event recorded by a camera as a set of moving images and shown in a cinema or on television" (Oxford dictionaries) She is specifying in her study the long films whose

duration exceeds 120 minutes, and which are shot as part of the entertainment industry, specially 'Hollywood films'. She chooses not to utilize the word movie since after research she found that both 'film' and 'movie' are usually used interchangeably (Eppl, 2008). And film gives a more general meaning since movie is defined as "a cinema film" (Oxford dictionaries).

Other two terms that occur frequently are 'visual literature' and 'visual literacy'. The researcher found that White (2015) made the best differentiation between them, as she said:

Visual literature are books, posters, web sites, and other media that merge literary topics with an enhanced visual environment... Visual Literacy is the ability to critically analyze the form and content of visual materials. The ability to understand how powerful images are created, and the ways in which form and content are used to evoke a specific response from the viewer are key skills in visual literacy.

In other words, films are a genre of visual literature, and the ability to interpret them is a skill of visual literacy.

Despite the amount of time spent on watching films by youth, yet films are not utilized properly in the Palestinian institutions of higher learning. Unfortunately, with all the previous and coming evidences about the importance, usefulness and necessity of using films in TEFL classes in the Palestinian institutions of higher education, there are a number of educators in the English Department, in Hebron University for example, claim that films are not literature to be taught in a course. At least not if the films weren't based on a novel or a book. And still in that case as many of those teachers claim, the book is better than the film. "Movies are given short shrift among bookish

types; we claim they are never as good, never as profound or imaginative as a book" (Oppold, 2013, p. 2)

However, literature is all about telling a story, no matter how. "From the camp fire to the Blue Ray DVD, from stone tablets to digital ink; what thrills the balletomane bores the cinephile" (Oppold, 2013, p. 9). Therefore, literature has many different forms, and films are one of those forms. Furthermore, the relation between the book and the film should be taken from different perspective than it used to be. "We believe that it's important to use films in language arts classes and to do so in ways that go beyond the "read-the-book-see-the-movie" patterns we observe so frequently" (Teasley et al., 1994, p. 3).

Subsequently, film is a literature, whether it was based on a book, a book was written based on it, or didn't have any relation with any book. "We read not for the sake of the book as a physical object but for the stories within that move us. Embrace the story no matter how it was conveyed to you" (Oppold, 2013, p. 10). In addition, comparing a book with a film is illegitimate by the fact that we are comparing two different literary genres. Just as comparing apples to oranges. However, both of them are literature. "Sequence of images on screen told a story and this is equivalent to the sequence of words on page" (Green, 2010). In addition, the relation between them can be described as symbiotic, to the degree that the 10 top most selling books for 2014 according to Nielsen Bookscan have all been adapted into movies (Bennett, 2015). Meanwhile, until 1992, 85% of the films won "Best-Picture" in the Oscars are adaptations (Odinity, 2014).

Also, from the researcher's investigations of the different techniques used in films, she was able to say that films can be introduced as a literary genre to TEFL

students. "Films display characteristics of language not present in textbooks" (Goswami, 2014, p. 2). There are different literary elements included in films that students can study and investigate, which provide rich content to teach a new language. For example, we can study the characterization, themes, motifs, symbols, setting, point of view, tone and mode in a film ("Literary Elements ", n.d.). In addition, there are the literary techniques that are used in the films such as allegory, allusion, flashback, foreshadowing, etc. (Meyer, n.d.). Those literary elements can be used and discussed in TEFL interactional classes to enrich the language of learners. Adding that "film consists of actions, photography, motion, editing, sound effects, and music as well as dialogue and narration" (Teasley et al., 1994, p. 6). Which all provide a rich environment that attracts students to learn, and literary elements that are more than sufficient for teachers to use in TEFL courses.

Moreover, films are a useful device for teaching and learning English. Since films can be considered to be more interesting and effective with all the visuals, audios, and special effects that are used, as "people learn better with lessons that activate their senses rather than simply reading words" (Morgan, n.d. p. 3). In addition, films are considered to provide an authentic learning material to foreign students, which are "resources created for native speakers of the target language"(Chou, n.d. p. 3). For example, students can see and hear how the words are used and pronounced, and in what situations or which tones in different accents, with the use of facial expressions and body language, among different other things that can help them in comprehending the new language. Moreover, using films will turn the whole process of learning more enjoyable since films are made basically as an entertainment industry. As well films help students in being familiar with the target community by introducing sociolinguistic, socio-economic, socio-political, and educational issues. (See Bleed,

2005; Bo, 2008; Butler and others, 2009; Champoux, 2007; Chen, 2016; Clandfield, n.d.; Donaghy, 2014; Hoge, 2015; Ismaili, 2013; Istanto, 2009; Kelly, 2014; Mathis, n.d.; Sosnowski, n.d.; Stokes, n.d.; Sweeting, n.d.)

Furthermore, the role of input in learning a new language is vital. Behaviorist, mentalist, and interactionist theories of language learning gave an important role for input in learning a new language. (Ellis, 2008). One of the forms of input that has been studied is the intensive input. "Another aspect of the input hypothesis in relation to acquiring the language in informal settings (out of the classroom environment) is the importance of direct exposure to a source of language input" (Bahrani, 2013, p. 1377). Both Krashen and Krashen's critics emphasized on the positive role of intensive exposure to language input in learning a new language (Bahrani, 2013). Hence the role of films is essential. Krashen (1981) declared that language acquisition can take place in an informal environment if language learners are directly involved in intensive exposure to language input. So, using films in class would provide an additional authentic source of language, and using them out of the class would help in providing students with additional extensive input, especially within the Palestinian context where only few of the Palestinian university students have the opportunity to communicate in English in places other than the English classes, such as foreign institutions where they would have the opportunity to meet native speakers.

Films are part from the new visual information. Today, the use of visual information has increased since the use of computers, mobiles, and internet has widely spread. "Today's environment is highly visual. The literacy of the 21st century will increasingly rely not only on text and words, but also on digital images and sounds." (Bleed, 2005, p. 2). Just as how the technology changed, students themselves have

changed. In his book, *A Whole New Mind* "Pink claims that the Industrial Age was built on physical labor, and the Information Age is built on people's left-brain capabilities. The upcoming Concept Age will use right-brain capabilities." (Bleed, 2005, p. 5). The way of thinking now differs from before with the effect of the new technologies, and so the teaching should keep pace with those changes. Unfortunately, "text is still used as the dominant teaching medium. While university education expects students to express themselves adequately in writing, hardly any attention is paid to the development of their visual literacy" (Takaya, 2016, p. 6). Also as the results of Takaya's study confirmed, "scholars have previously claimed that university students lack visual literacy skills" (Takaya, 2016, p. 70). In addition, a relatively old study conducted in 1997 assures that visual literacy skills are needed for students from five different colleges (Christopherson, 1997). Twenty years later, we are still arguing for the same point in the Palestinian institutions of higher education.

"Visual Literacy, the ability to both read and write visual information, the ability to learn visually, to think and solve problems in the visual domain, will, as the information revolution evolves, become a requirement for success in business and life" by Dave Gray, founder of visual thinking company XPLANE. (Baker, 2012, p. 1)

Meanwhile, it has been over a century since the beginning of the film industry. However, until now films weren't used in Palestinian institutions of higher education as an independent literary genre in TEFL courses. The research will show practically the role that films can play in teaching English when using them as the curriculum of TEFL courses. This attempt comes after realizing the changes in the available new technologies and their effects on the students today.

In this new age, there are many other 'texts' to read. The idea behind reading is basically the same: decoding. It is possible to teach how to read not only books, but movies, television shows, commercials, and all sorts of 'new media' texts (Chen, 2016, p. 7).

We should understand the importance the film plays in reflecting the actual life of the people and their culture, whose target language is their mother tongue to TEFL students. "It's really difficult to teach English in a completely foreign environment, where the only person who speaks English is the English teacher ... At most, we can deliver 'head knowledge' whereas, what they actually require is 'heart knowledge'" (Goswami, 2014, p. 2). Meanwhile, literature in general, "is an ideology that has the most intimate relations to question of social powers" (Eagleton, 1983, p. 20). Moreover, "visuals become a kind of international, universal language that brings meaning to an otherwise incomprehensible cacophony of verbal expression" (Takaya, 2016. P. 18). In particular, films compromise an authentic material where language and image work together to "reflect the hopes and fear of the society, either conscious or unconscious, imitate the social climate of the time, present how society evaluates its morals and values, capture people in the society, and identify social issues present in society" ("Films as Literature", n.d. p. 4). Adding that "films' language approximates language use in real life" (Stewart, 2006. P. 1).

In order to learn the target language in as authentic way, students should try to explore and understand the different literary elements and techniques that are used in films. Particularly that films can help students in improving their four language skills, reading, writing, listening, and speaking.

Vocabulary and listening-comprehension are not the only skills improved by watching films. Subtitles and closed captioning (dialogue and other sound

information printed across the bottom of the frame) can help students increase reading speed. Films also serve as the basis for writing assignments and oral presentations (Stewart, 2006, p.1)

In addition to the ability to understand the body language and facial expressions that are used along with the target language. In other words, "films excel at presenting clear demonstrations of non-verbal communications, which textbooks may only be able to describe" (Helm, 2010, p. 4). In summary and according to Hajmohammadi (2004), the viewers of any film receive four different types of signs:

- Verbal acoustic signs (dialogue)
- Non-verbal acoustic signs (music, sound effects)
- Verbal visual signs (written signs in the image)
- Non-verbal visual signs (what is otherwise seen in the image)

In beginner English classes, we might learn how to say “it’s a quarter to seven” or “it’s raining cats and dogs”. While these are correct, we almost never say these in real life. In contrast, the English spoken in movies is very close to what you’ll hear if you speak with native English speakers

("Learn English", n.d.)

Just as Hoge (2015, p. 3) illustrates, "In movies, you’ll hear natural pronunciation, everyday vocabulary, spoken grammar, common idioms, and slang. Even better, you will learn these from interesting and emotional stories”. In addition, Yuksel and Tanriverdi (2009, p. 6) show in their study that: "the participants made significant progress in their vocabulary knowledge after viewing the movie clip while focusing on the meaningful flow of conversations”. Another example on learning vocabulary is that:

when we learn words traditionally, we study things like vocabulary lists.

The problem is that you can learn what words mean, but not where and how they are used ... Through observing actors in films, you will be able to understand how they are said. The characters might be sad, happy, surprised, and angry ("Learn English", n.d.)

The same idea is also repeated in an article by Bloomsbury International (2013, p. 1), "the language is exactly how you hear it in real life – it is spoken quickly, with native accents and pronunciation and using many idioms and colloquial expressions."

As a result, the entire previously mentioned factors would help improving students' understanding of the target language in its different contexts in an easier way compared with reading texts (Braden, n.d.). And as Lowe states "we absorb language as we watch films that we enjoy". Also, Bloomsbury International (2013, p. 2) recommends "all English language students to watch films in English in their spare time for additional practice that you might not get in a classroom." In addition, watching films to improve English language skills is not just a necessity for foreign learners, but it would also be a necessity for native speakers who lack the ability to pronounce certain words since they only read them and never hear them in their daily life. This was discussed and mentioned in an article by McQuinn (2016), where she gave different cases where native speakers didn't know how to pronounce some words. Meanwhile, neglecting the role of films would prevent students from some advantages, skills, knowledge, and experiments that are not available when studying new language with its literature limited to textbooks.

1.2 Statement of the Problem

Despite all the early mentioned advantages of using films, which have been made as part of the entertainment industry, in teaching in general and in teaching a new

language in particular, films are still ignored as part of the visual literature in the Palestinian institutions of higher education. In addition, very few attempts have been done or studies have been conducted investigating the role of films in TEFL courses in the Palestinian context in particular, or in the Arab world in general.

1.3 Research Questions

The study tried to answer the following questions:

- 1 What are the results of using films in teaching Palestinian university students English?
- 2 How can films be utilized in enhancing students' learning English in the Palestinian institutions of higher education?
- 3 How do films affect the language of the students and the way they learn English in the Palestinian institutions of higher education?
- 4 What are the challenges that might affect applying films as TEFL curriculum in the Palestinian institutions of higher education?

1.4 Hypotheses

1. It is assumed that using films to teach Palestinian students in the institutions of higher education in TEFL classes would affect their language skills positively, and motivate them to learn English thoroughly.
2. It's estimated that the students will do in the post-test better than the pre-test.
3. It is expected that using films in TEFL classes would encourage students to commit with the tasks they are asked to do within the study.
4. It is presumed that the students will be enthusiastic toward using films in TEFL courses in future, and that they will have positive reaction about using films.

1.5 Methodology

Consequently, the research adopted the experimental approach of using films with TEFL students, in which the researcher studied the performance and the impression of TEFL students after watching films with the aim of learning English. In addition the research included an examination of the pros and cons of using films in TEFL classes in general and in TEFL classes in the Palestinian institutions of higher education, in particular, the challenges that might be faced during using films in TEFL classes in the Palestinian institutions of higher education, and final recommendations depending on the actual results of the experiment.

In order to conduct the research, it will have four basic phases. The first is about choosing films depending on certain rubrics, which the researcher had also chosen carefully. The rubrics, which are four rubrics that the researcher chose seven films depending on them, are mentioned later. Subsequently, the films are going to be used in the third phase, the empirical study.

The second phase is about collecting additional information, beside the ones mentioned previously, about the importance of using films in teaching a new language, the pros and cons of using films, and the effects that films have on TEFL students. Moreover, the researcher investigated the opinions against using films in TEFL classes, and discussed their position.

The third phase is the empirical study that the researcher conducted on a group of students. At first, I she downloaded the film she had chosen for students to watch. Then she downloaded the written scripts of the films. After that she chose 60 English major students in their 3rd year. The chosen students were divided into two groups. The first group had been sent a film for each member to watch. The second group had

received a written script of a film for each member to read. Both groups received certain dates related to the time they are required to answer some questions online about the film they had watched or the scripts they had read. The different sections of the tests included questions that target specific skill to measure how films affected the students. In addition, students at the end were asked to submit a one-paper essay, about one of early specified topics, that tackled issues related to the films.

Before moving to the fourth phase, the researcher has to point out that there are mainly two methods to use films in teaching language. According to Lowe (2007), the new language can be either 'acquired', where students see a complete film without worrying about unfamiliar language, and they pick the language up as they watch. Or it can be 'learnt', where the students study the language of a film in some detail. For the study, the researcher depended on acquisition. She gave students questions to answer after they watched the film, to study how films affected their comprehension. However, in actual courses, the researcher recommends to teach the language of the films. The teacher should hold discussions with students about the films' events, actions, plot, themes, and language, or any other issue that relates to the film and its language. In this case, students went through the two processes of acquisition and learning.

Furthermore, the research depended on using the project-oriented approach. The study is targeting English major university students in their third year. So in this case, they don't need to be taught the fundamentals of the language, and they would be able to explore the new vocabulary with some help from their instructor. Besides, most of the grammar rules would be acknowledged by them. At least the basics. Because of that, the focus would be more on their abilities to write papers and to present in front of others; how they speak, how they build their opinions and support them, how to participate in conversations, and hold discussions.

Finally, in the fourth phase, the researcher collected the results of the pre-test, post-test, survey, and essays, and studied them. Depending on the final results she presented her recommendations about using films in TEFL courses and how they will affect students in the Palestinian institutions of higher education. Moreover, she will present the challenges that faced her while conducting her research, besides the potential challenges that might affect the process of applying films' curriculum in TEFL courses in Arab institutions of higher education.

1.6 Significance of the Study

By conducting this research, it will be one of the leading steps toward creating films' courses as part of utilizing visual literature in TEFL programs in the institutions of higher education of Arab countries, in general, and in Palestine in particular. This will be a way to improve the EFL teaching, modernize it, and make it more convenient to the 21st century students, who can be considered as "digital natives" (Morgan, n.d. p. 6). Especially that the theoretical literature on using films is rich but the practical research to validate the theories is, as yet, not so rich. For example, and regarding the effect of films on listening skill, a recent study conducted in 2016 suggests that there is little research in Turkey and in the world about using authentic films in TOEFL classes (Cingilloğlu, 2016). The best advice regarding research methods would be to design quantitative studies rather than qualitative ones (Braden, n.d.). And that is my enterprise in this research.

Hence, the researcher aims that after reading the whole research, the reader, whether he\ she was apprentice or experienced, would be able to build an integral opinion about the validity of using films as curriculum of TEFL classes in Palestinian institutions of higher education.

1.7 Limitations

Since the subject of the study is not investigated thoroughly in the Palestinian context, the researcher didn't have enough resources that tackle the Palestinian experiment which was a challenge for her. Particularly that the researcher didn't have previous tests or evaluation systems to be used in measuring the development of the students during the study, which obliged her to create the tests and the evaluation system on her own. In addition, the researcher is targeting university students, who are difficult to offer spare time or enough commitment. So it's expected that finding the study sample might be faced with some difficulties. For example, students were asked to handle a one-page essay before the study and after it. However, only four students out of 60 committed. This made the researcher unable to measure the effects of films on writing skill. Finally, using films in TEFL classes might be rejected by some who think that using films would be futile.

1.8 Rubrics of Choosing Films

After reviewing different films to choose from them some films to be used in my study, the researcher was able to limit my choices depending on the following rubrics:

1.8.1 IMDb Top 250 films of all time

My first step was to choose the films from the top 250 rated films by IMDb Users. The Internet Movie Database is "the largest, most comprehensive movie database on the Web ... (IMDb) truly is a mammoth depository of movie information." (Boswell, 2016). Selecting films from this list helped me guarantee that the choices I am having have good stories, with profound

message, good actors\ actresses, and good cinematography (reddit, 2012). This step saved me a lot of time and effort, and minimized the amount of films' titles that I needed to check and watch in order to select the films for my study.

1.8.2 Authenticity

Since IMDb list includes films from all over the world with different languages, and the chosen films should be authentic as it is an English teaching course, I chose an English speaking films, regardless their dialect. However, partially speaking other languages in the film is harmless. In fact, it is beneficial, since students will be able to use their reading skill – reading the English translation – in addition to understanding the gestures and the body language to be able to comprehend what is happening. As for using German and French in *Saving Private Ryan*, using Latino in *Gladiator*, using Italian and Latino in *the Godfather*, and using the Elves' language in *the Lord of The Rings: The Return of the King*, which is a complete language that has been invented by the writer of the films' story J.R.R. Tolkien.

However, speaking English only doesn't guarantee the authenticity of the film. In order for a film to be chosen, its events and themes should be authentic. For example, I found *The Message*, which is a film talks about the message of Prophet Mohammed, in IMDb list. I didn't choose it despite that the actors speak English, because I can't consider it authentic since it talks about Arabs and Muslims in the middle east whose native language is Arabic. So a film to be chosen should be related to the culture of the English speaking countries.

1.8.3 Convenient to University Students

Realizing that I am targeting university students from Arab countries is affecting my choices. The chosen films should be adequate for students themselves and their culture. For example, during my investigation of the films, I found that there are mainly two kinds of inappropriate scenes. The first is the scenes that don't have a relation with the themes or the actions of the film. Meaning that deleting these scenes and not watching them won't affect the understanding of the films' story or the flow of the events. Such as the scene in 'The Shawshank Redemption', when Andy's wife cheated on him with the golf trainer. The event was mentioned in the film and not watching it wouldn't affect the understanding of the story.

The second kind is the scenes that have strong relations with the themes or the actions of the film, and not watching it may affect the understanding of the flow of the events, such as the scenes in *Forrest Gump*. There are number of scenes that includes Forrest and Jenny together, and missing those scenes would affect the understanding of other events in the film. For that I was able to choose, *The Shawshank Redemption*, since deleting the mentioned scene will not affect neither the theme nor the actions of the film. On the other hand, I couldn't do that with *Forrest Gump*, despite it would be a great film to be used.

1.8.4 Language appropriateness

The main aim is to teach a new language, so a chosen film should have clear dialogues or monologues where the students are able to comprehend the new language. In addition, I avoided choosing films with frequent use of swearwords, and insults. And I tried to choose films that are in line with our culture.

1.9 The selected Film's Summary: *The Martian*, 2015

After applying the rubrics of choosing films, and reviewing different films, I have selected *The Martian*, 2015, to conduct my study. The film presents the adventure of Watney, an astronaut who had been left accidentally by his team on Mars after they thought he was dead. However, he was alive and was able to go to the shelter of his crew. Despite that all the calculations he did said that he will eventually die because of the lack of either water, oxygen, or food, he insisted on surviving and leaving this hostile planet.

1.10 Summary

Films include different features that affect the process of learning a new language positively and can facilitate it. Different studies have proved those positive effects. Yet, very few of them have been conducted in Arab countries contexts. So, the researcher designed this quantitative study to prove some of the positive effects that films have on students, especially their listening and speaking skills, vocabulary comprehension, and cultural awareness, in the Palestinian context in Hebron University.

Chapter Two: Literature Review

2.1 Introduction

Humans' need to communicate and express their thoughts lead them to create a way to achieve this necessity. As a result, humans started drawing on caves' walls to transcribe their life back then. It seems that the earliest drawings known in history are the ones found in caves in Spain and France, and they are estimated to be 30,000 years old. The drawings show the animals they used to hunt, in addition to some handprints. Such drawings were evolved through different ages. After that, humans were able to draw exact pictures of themselves, animals, things, or natural scenes. With the industrial revolution, people were able to photograph pictures. Finally, after having the photographed pictures, people tried to blend pictures to have motion pictures, and that is how films were first made. Films now are so popular that according to the global box office revenue, film industry worth about 38 US billion dollar all over the world in 2016, (Romero, n.d.), and that indicates how films play important role in the life of a large number of people in various ways, especially the youth.

Meanwhile, the world we live in, is changing and new technologies are spreading among young generations. Therefore, a need for visual literacy has been created since the tipping point, "that dramatic moment when something unique becomes common; the term is commonly applied to the acceptance of new technologies" (Bleed, 2005, p. 3). Today, the use of mobiles, cameras, and internet is widely spread among the youth. Consequently, there are different attempts among the researchers and educators to investigate the role of the new visual literary genres, such as TV programs, films, photos, video games, and art in learning, and how to introduce them in the

educational system to fulfill the new requirements of the 21st century's students (Baker, 2016).

2.2 Learners' Differences

Moreover, it is not only the new technologies that affected the process of learning that we should pay an attention to. The learners' differences need also our attention.

Learning through orderly, sequential, verbal-mathematical, left-hemisphere tasks is a pattern seen frequently in education. Those whose thought processes are predominantly in the right-hemisphere where visual-spatial and nonverbal cognition activities rule frequently may have difficulty capitalizing on a learning style that is not compatible with their abilities. (Stokes, 2001, p. 11)

So, utilizing more visual content would help students with assorted abilities in learning a new language.

Furthermore, individual differences are taken to consideration in the VAK model, where “the acronym VAK stands for visual, auditory, and kinesthetic sensory modalities that are used for learning information” (Robin et al., 2017, p. 1). As a result, films would facilitate the learning of visually-dominant learners, since films are visual literature that depends highly on visuals, and watching films would provide an intensive input of language that would enhance the learning of English. Furthermore, films would be certainly advantageous for auditory-dominant learners, who will have the ability to listen to the language they intend to learn, which also provides them with an intensive input that would be turned into intake eventually. At last, kinesthetic-dominant learners might get extra benefit when they watch films, especially 3d films, which might attract

them more than simply reading a book, and so they will be exposed to more intensive input which would help them in the process of learning the language; mainly that the educational system in the Palestinian institutions of higher education tends to focus on using written materials and text books in TEFL courses, hence using visual curriculum would help students who faced difficulties in courses that relied only on text books. As, "Films provide an invaluable extension of what we might call the technologies of language acquisition" (Stewart, 2006, p. 1).

2.3 Visual Literacy

The term of visual literacy, as Takaya declares was first introduced by John Debes (1969, p. 2). His definition was that:

Visual literacy refers to a group of vision-competencies a human being can develop by seeing and at the same time having and integrating other sensory experiences... through the appreciative use of these competencies, he is able to comprehend and enjoy the masterworks of visual communication.

Another new recent definition is from Metros (2008, p. 103), where visual literacy is "the ability to decode and interpret visual messages and also to be able to encode and compose meaningful visual communications".

In the meantime, different visual literary genres were introduced in classes and different researches were conducted on using them as a helping tool in presenting information. Researches show that "Using visuals in teaching results in greater degree of learning" (Stokes, 2001, p. 10), and that "Students who learned from materials containing both text and graphics produces 55 percent to 121 percent more accurate solutions to problems" (Sosnowski, 2016, p. 3)

2.4 Using Films in Classroom

However, using films in classrooms was described as a "lazy teaching". But today, films are used as an instructional aid in classrooms (Butler et al., 2009). Moreover, some people, who are counter using films in teaching, would claim that using films in teaching is easy for both students and teachers, and it won't involve a great deal of efforts from the teacher. Nevertheless, this is not the case. "Choosing to teach with films may actually be one of the most difficult and time-consuming decisions an instructor can make" (Helm, 2010, p. 9). Yet this choice would create great motivation for students to learn a new language, encourage them to participate more in the process of learning, help them to be more creative, and provide them with a genuine experience about how this new language would be used. "Movies are entertainment. Movies are documents of their time and place. Movies are artistic forms of self-expression...They tell stories about characters going through experiences" (Jacobs, 2013, p. 1).

Furthermore, according to Champoux (2007), there are different empirical studies conducted to study the effects of using film, training videotapes, and other video forms in different educational and training environments, showed that:

- Students' course evaluations were typically positive about the use of films.
- Using videotapes in training programs had positive effects in reducing anxiety, learning social skills, increasing safe-sex behavior, and learning to provide respite care.
- A video-based mental illness educational program had positive effects on high school students.

- Viewing and discussing with an adult specially edited versions of "Sesame Street" episodes had statistically positive effects on young children learning letters and numbers.
- A meta-analysis of studies of visual media effects on attitude formation and change in nursing education from 1960 - 1982 found large effects on attitude change and moderate effects on attitude retention.

So the use of films as an aid tool in classes and lectures was frequently tested in different teaching fields after it was theoretically discussed. For example, and since there were many historical films, films were used to teach history. Many studies were conducted on the effects of films on students who learn history. It was found that films provide primary and secondary historical resources (Marcus, 2005), provide a better retention of information by 50% than books (Butler & others, 2009), and engage students more in deliberations about historical events and issues (Stoddard, 2012).

As well, other studies were conducted about using films in teaching other fields, such as geography, where students in a study conducted by Palma (2009) were found doing better in defining the different environments of the whole world after watching several films that took place in different countries and continents. Another study showed that films can provoke students to discuss ethical issues in science (Pease, 2009). Also, a study about using films in teaching counseling psychology showed that students found that films helped them in improving conceptual knowledge, and influenced their thinking about professional issues (Holloway et al., 2016).

Those mentioned studies are part of a relatively new approach that calls for using films in teaching. Language took a large place among those studies. The influence of films on the language's four skills (listening, speaking, reading, and writing) were

investigated. In addition to the vocabulary, and the students' understanding, comprehension, and interpreting. Without forgetting the role of films in providing nonverbal communication such as gestures, facial expressions, eye contact, clothing, hairstyles, architecture, and symbols (Adriyati, 2010). Films were used either as an aid tool or as a genre of visual literature.

Meskill (1996) focused on the important role that videos in general play in teaching a new language. By conducting her research based on different previous studies, she shows that "Video is widely considered more powerful, more salient, and more comprehensible than other media for second and foreign language students" (p. 184). She also showed that videos help learners in discriminating the sounds of the learnt language by following the facial expressions and movements of the speakers. As well those facial expressions also help in recognizing the patterns of stress, rhythm, and intonation. A video also helps in understanding the communicative functions of utterances according to a context by connecting what is seen with what is heard. This also would help the learner in understanding the meanings that are expressed in different grammatical forms. In addition, the learner who watches videos will be exposed to variety of different speech styles.

2.5 Literature in TEFL Classes

Meanwhile, using literature in TEFL classes is a topic that has been widely researched. However, the opinions range between the necessity of using it; since literature provides an authentic material for the learner among other advantages (Clanfield, 2013), and that it can't be introduced since "literature is particularly complex and inaccessible for the foreign language learner and can even be detrimental to the process of language learning (Or, 1995, 2005)" (Savvidou, 2004, p. 1). No matter what

your perception is from using literature in TEFL class, literature has been introduced in TEFL courses in Palestinian institutions of higher education. Nevertheless, the literature we are talking about is the traditional one, which is limited to the written words and textbooks. Novels, short stories, and poems are examples of this traditional literature.

2.6 The Effect of Films on Language Skills

In order to learn a language, any language whether it was our native or a foreign one, the learner habitually develops four basic skills. Starting with listening, then speaking, after that reading, and finally writing (TheEnglishClub, n.d.). Nevertheless, different studies were conducted to investigate the effect of using films in learning on those skills. One among many is a study conducted on 80 university students in King Abdul-Aziz university showed that "movies are powerful instructional tools that can help in developing students' language skills" (Kaboocha, 2016). Another study in Yuanpei University showed that there is a "correlation between the viewing of DVD films and effective learning in EFL classrooms" (Hsieh et al., 2010, p. 29), and that DVD films "would help to develop an effective learning environment" (Hsieh et al., 2010, p. 34).

This is also the case of another two experiments with positive feedback about teaching new language using films, the first was by Rakova who taught Russian, and the second by Ishida who taught Japanese (Helm, 2010). Another study conducted on South East European students reveals that; "movies attract students' attention, present language in a more natural way than found in course-books. What is more important movies offer a visual context aids which help students understanding and improve their learning skills" (Ismaili, 2013, p. 1).

In the following sections, there will be an illustration to certain studies that were conducted to investigate the effects of films on the language skills. Some studies I mentioned are done on videos and not films. Nonetheless, I used them as examples since they share with films the audio-visual characteristics. Despite the differences in their duration or the aim they were created for.

2.6.1 Listening

Commencing with listening, which is defined in the online Oxford English dictionary as "The ability to pay attention to and effectively interpret what other people are saying". Many researchers stated that teaching listening is a difficult mission, and maybe it would be the most problematic skill to be taught to an EFL student. For example, Walker (2014, p. 174) after conducting a research tackling the problematic issue of teaching listening found that:

After examining the linguistic features (pronunciation, word boundaries, intonation, sentence and word stress, etc.), the cultural features (cultural background both of the student and the language, regional accents, etc.) and the psychological features (bottom-up and top-down processes, metacognition, metacognitive regulation, metacognitive knowledge, metacognitive experience, etc.) of the activity of listening, I would concur with Alicia Martinez-Flor and Esther Usó-Juan when they say that “the complexity involved in how these factors affect the listening comprehension act has made the teaching of this particular skill an arduous task” (Martinez-Flor and Usó-Juan 2006:40)

Because of the complexity of those elements, teaching listening was ignored by many teachers. However, using films in TEFL courses would provide an authentic environment where the learner can listen to dialogues as if he\ she was participating in

a genuine conversations, in addition to the nonverbal communication elements in the film which help in and facilitate the process of improving listening skill.

As a result, many researches were conducted to investigate the effectiveness of using films in teaching and improving the listening skill of EFL learners. Especially that despite few studies showed that using visuals don't have a remarkable difference among other materials (Saber, 2015). Many other studies, quantitative and qualitative ones, proved that using visuals in general, and films in particular, would facilitate listening teaching, learning, and comprehension.

For example, a study conducted on Turkish university students who were preparing for TOEFL, where it used films and short passages to improve their listening skills showed that films contributed positively since the listening skill improved and the students scored better in the post-tests of the experiment and finally concluded that "films whether on computers or not are likely to be an integral part of all language teaching programs" (Cingilioğlu, 2016).

Moreover, the study, which was conducted on 38 Serbian students, who were English foreign learners, showed that 97% of them stated that watching films improved their listening skill and enhanced their listening abilities. Furthermore, 75% of them stated that films helped them in interacting better with foreigners (Safranj, 2015).

Another study, which was conducted on teachers about using movies in EFL classes from teachers' point of view showed that the teachers had a positive attitude toward using movies in EFL classes in teaching oral skills, which included listening and speaking, and that movies are a positive way for teaching oral communication (Ruusunen, 2011). In addition, a study done in Kyrgyz-Turkish Manas University in

Kyrgyzstan on 100 EFL students showed that using films improved the students listening skill (Tuncay, 2014).

In another study conducted on 40 3rd year university students from El Salvador university investigating the effect of using DVD based films on the students listening skill showed that using films helped students in gaining and improving their listening ability (Martinez, 2010).

Furthermore, a study conducted on 30 school students which aimed to teach them listening by exposing them to authentic videos showed that the students' listening skill was improved mainly due to connecting audio with images which helped students understand the use of words better (Yesenia, 2013).

In a study conducted by Mamo (2013), an MA student, on 62 first year college students to investigate the effectiveness of using authentic materials including films in teaching listening skill to college students showed that using such kind of materials highly motivated the students and encouraged them to do more listening, helped them in understanding the meaning, offered them the opportunity to listen to the language within its authentic use, and instructors gave positive comments and opinions about using authentic materials, including films, in teaching listening.

Furthermore, a study conducted on 950 Japanese school students to find the pedagogical effects of using films on the students' listening skill found that using films has a positive effect on the students' listening skill, and that "the findings suggest the viability and prospects of using this type of approach to language learning and teaching" (Kondo, 2008, p. 91).

In addition, Dr. Abbas (2012) conducted a study on 92, 2nd year students in Al-Quds open university, Palestine, investigating students' attitudes toward using e-learning environment in enhancing their listening skill, where films were part of the used online materials, showed that using such kind of material helped them in becoming more familiar with the language, less afraid of listening exams, and helped them in pronouncing and speaking in a better way. In general, students had a highly positive attitude toward using such material in enhancing listening skill.

Likewise, Katchen (2003) in her study focused on answering one main question which is if we can teach listening and speaking course with DVD films? The study which was conducted on 28 National Tsing Hua University students showed that yes it can be done.

In Garcia (2013) investigating and studying the usage of multimedia aids in the English language classroom found that students who were in a listening-only environment weren't as good as students who got multimedia aid in being interested and concentrated in listening.

Also, another study showed that the results of the students showed that using videos in teaching listening comprehension was effective by the significance differences between the results of the pre-tests and the pro-tests. In addition, students' responses showed that they are more interested and motivated to learn using videos. (Woottipong, 2014).

2.6.2 Speaking

Speaking can be defined as the action of conveying information or expressing one's feelings using a productive oral skill that consists producing systematic verbal

utterances (Nunan, 2005, Oxford Dictionary, 2014). Speaking is an essential element to be able to communicate with others personally. Yet, traditionally, it is the least skill that teachers focus on in schools and even universities. For instances, the tests and exams that students take, assess their ability in writing, reading, and listening. Unfortunately, it's rarely to find tests and exams in the Palestinian schools and universities that examine the students' speaking skill.

Moreover, speaking is one of the most difficult skills language learners have to face. In spite of this, it has traditionally been forced into the background while the teachers of English, have spent all their classroom time trying to teach their students how to write, to read and sometimes even to listen in a L2 because grammar has a long written tradition (Bueno, Madrid & McLaren, 2006)

In order to avoid the gap between the necessity of learning the speaking skill and the difficulty that faces teachers in teaching it, films can be used. Particularly that films provide students with authentic conversations of native speakers, where they can listen to and try to imitate and stimulate the actors in their way in speaking. In addition, students will have the ability to know how different words and utterances are used in different contexts. All that would be achieved while the students are enjoying the process, since they are watching films that were created originally for entertainment purposes. As a result, different studies had been conducted on the effectiveness and validity of using films in teaching the speaking skill for EFL students.

In a study that investigates using films to teach Malaysian students the skill of speaking in English, focusing on pronunciation, intonation, stress, and pauses, especially because the results of the traditional methods are disappointing, showed that “the students achieved significant improvement in the aspects of intonation, stress and

pauses” (Shing & Yin, 2014, p. 7). Also the study “provides language instructors the idea of using film or video technology as an alternative method in teaching voice aspects in English classroom” (Shing & Yin, 2014, p. 7).

In addition, an English teacher at South East European University found, in experiment conducted on EFL students about using films to teach listening and speaking, that their responses were positive. Also the students claimed that “it provides the chance for learning real-life conversation. Movies helped improve listening comprehension and speaking ability” (Ismaili, 2013, p. 8)

Lowe (2007), who had been teaching English as foreign language using films for a year. At the end of his study, Lowe declares that his students' "speaking scores improved dramatically". In his article 'Films in English Language Teaching', he justified his use of films that they provide examples of language used in context, where the gestures, facial expressions, and emotional messages accompany the language, provide input of vocabulary, idioms, collocations, and grammar in use, provide a window into new culture, where almost all films reveal something of the culture from which they spring, help students understand and distinguish different accents, which develops their listening skill, can improve students diction, and finally the more English films that students see, the better their English gets.

Furthermore, Andrew (2006) in his study that was conducted on 13 immigrants aimed to develop their speaking skill using films, found that speaking about films, helps in improving the learnt language, particularly the speaking skill. In addition, it helps in motivating and provoking learners to speak to express their thoughts which reflects their identities and the way they think. So, the main findings of this study can be summarized in five main points: a. learners can find their identities through by

expressing their thoughts in English. B. films reflect history and culture, which spoken language is a natural part of them. C. sociocultural issues a film deal with, provokes learners to talk about. D. During studying a film, the identities of individuals can be revealed through their voices and actions. And finally e. learners might use accents to accommodate themselves with into imagined communities.

Moreover, Atas (2015), in her article that investigates the reduction of speaking anxiety in EFL learners through drama techniques, illustrated that “Using films is mostly preferred because, in films, there are human emotions which the students feel while acting the roles.” (p. 964).

Furthermore, Tuan and Mai (2015) in their article, where they investigate the factors affecting students speaking performance at Le Thanh Hien high school, recommended using films in classes to motivate students to improve their speaking skill. Just as Akkakoson (2015) did in his study, where he illustrated that films can be used in decreasing speaking anxiety and improving speaking skill.

Another study concluded that using audio-visual aids as films, is very important in improving students’ speaking skill. Especially, that the students have the opportunity to hear and see English in authentic situations. As a result, this would make them more comfortable to practice their speaking. Also, as the teachers need to include films in their teaching, students also are required to watch and train by themselves to obtain better results (Meriem, 2015). In addition, and as I mentioned previously in listening, Ruusunen (2011) recommends using videos in ESL classroom to improve the oral skills, which include speaking.

In another study conducted on low level English students in university, where the teachers used videos to help them learn speaking, found that using videos helped

students in communicating and interacting more appropriately, and the results of the students in the speaking test improved significantly (Yukselir & Sevki, 2017).

2.6.3 Reading

According to Oxford English dictionary, reading is “having the ability to look at and comprehend the meaning of written or printed matter” (Oxford Dictionary, 2014). Reading might appear to be a tranquil task. Yet, it takes a great deal of efforts from teachers to help students in learning reading. According to Yadav (2014), there are several issues that face the teacher while teaching EFL students to read. Such as choosing appropriate texts, designing reading tasks, creating reading culture, and activating the students’ schema, where all are part from the teachers’ job. In addition to help students to be more familiar with the target culture, explain the problematic vocabulary, and prepare sufficiently for teaching. As a result, all those responsibilities make the task of teaching reading very difficult for both students and teachers.

On the other hand, films are audio-visual material that contains images and very rarely show written words. So the researcher decided that the best way to investigate their effect on reading was by studying the effects of the subtitles of the films on the reading skill of the viewers. Unfortunately, the researcher couldn’t find any research investigates the effect of reading subtitles on the reading skill of the EFL learners. Most of the researches conducted on reading subtitles focused on the improvements of the listening skill and the vocabulary comprehension of the EFL learners. The researcher believes there is a necessity to investigate the effect of reading subtitles on the reading skill. Especially that students read and listen to the words at the same time. So it must have some effect which needs to be investigated.

However, there is a study that was conducted for a complete school year on Spanish classes showed that “Students responded positively to the movie-based instruction and indicated that the advantages of using films to teach reading increased learning interests and motivation” (Xhemaili, 2013, p. 65). So using films affected the students’ reading skill positively, but this still one evidence that requires more support.

2.6.4 Writing

As stated in Oxford English dictionary writing is “the activity or skill of marking (letters, words, or other symbols) on a surface, typically paper, with a pen, pencil, or similar implement” (Oxford Dictionary, 2014). Despite writing is like speaking, a productive skill, yet, the writer doesn’t have an immediate reaction over what he writes. Even with the fact that the teachers of EFL students usually check the writing of their students, however, the main problem for the teachers is which errors to correct and to what extent should they mark the errors of the writer so the learner won’t be frustrated. It isn’t an easy task and researchers had long debates over this issue (Al-Gharabally, 2015). Furthermore, for EFL learners, writing is usually a way to judge their proficiency level in the learnt language. Consequently, they mostly don’t feel comfortable when writing. Meanwhile, writing for expressing creative thinking or expressing one’ self might be more relieving for them.

In addition, there are different reasons why EFL learners find difficulty in learning writing, as the insufficient amount of the vocabulary they have learnt, the difference of the tenses and the word order between the learners’ mother language and the learnt language, the attitude of some students who refuse to share their work with others, as a result they don’t get enough feedback to help them improve their writing, and the limited time spent on writing (Adas & Bakir, 2013) Furthermore, the main

problems that might face EFL learners in writing are the use of punctuation, the run on sentences, and the organization of writing.

So films can be used to help learners feeling more relaxed and spontaneous in expressing their feelings and thoughts on papers. Especially, when they feel enthusiastic to defend their position on a certain issue that relates to the film they watched, or when the film touch their life in a certain way. For example, a study conducted in UK on 31 1st year students showed that students had positive reflection about using filmic approach in learning writing essays. Since this method has captured their attention and helped them learn more effectively. Subsequently, students expressed their ability to visualize the subject, which inspired their schema and mental images. Nonetheless, few students didn't appreciate this method and preferred to use the traditional way (Baratta & Jones, 2008).

In addition, Barile (2016) stated that she launched a course *Film, Writing, and the Common Core* (FWCC). The course aimed to help students in improving their writing skills through writing about films that tackles sensitive issues for them such as race, class, gender, etc. The course, though she was skeptical of its success, proved to be a real success. Ultimately, the school offered two sections of it in each semester. Furthermore, she claims that her course “has proven especially effective for English-language learners and students with learning disabilities or behavioral problems”. (P. 11)

Another experiment was done by Kavan (2013), when she used films in teaching speech writing. She illustrates that she has encountered some surprising benefits of using films beside the expected ones like students enjoying and being motivated by the use of films. Surprisingly to her, she reported that students shared their experiences

with family members and friends who also were enthusiastic with the assignments she gave to the students. Furthermore, students had higher participation rate in the discussions about different topics. Moreover, and through grading the writing assignments she came across different ways of interpreting the scenes. She even had benefited from the writings of her students. Finally, in an anonymous survey for the students at the end of the course, 100% of the students reported that they would recommend this course to other students.

In addition, Murphy (2017) in his study about using films in the 1st year college writing classes for ESL students, found that 16 students from 18 preferred to watch a film rather than reading a book. At the end of his study he found that using film “provides opportunities to develop the academic skill of critical analysis in a way that is more enjoyable, less frustrating and less time-consuming” (p. 259).

Moreover, there are some articles written by teachers who wrote about their experiments in using films in their writing classes. Oforiwa illustrated that since she used films as part of her classes and not as a treat at the end of the semester, the writing of her school students has improved and the students were more enthusiastic to participate in her class (Oforiwa, 2013). In addition, Everett wrote about using films in teaching structural features of narrative writing. She illustrated that films helped in engaging and motivating students, worked as a differentiating tool, and made learning memorable (Everett, 2015). Another instructor, William Carter, demonstrated that the ESOL students who attended his afterschool meetings, where he used films to teach them has all improved in their school’s scores in writing (Carter, 2002).

Finally, a study conducted on Iranian university students to find the effect of watching films on critical writing, found that watching films had a positive effect on

critical thinking, which improved the Iranian EFL learners' writing also positively (Ahangari & Sepehran, 2014).

2.6.5 Vocabulary Comprehension and Cultural Awareness

Having sufficient competency in a learnt language doesn't mean learning the four language skill only, listening, speaking, reading, and writing). In order to achieve high competency a learner needs to acquire a good amount of vocabulary, and to be familiar with the culture of the learnt language. Films can help in both. And this has been proven by different studies. For example, a study has been conducted on Chinese EFL learners showed that watching films with subtitles helped learners in learning vocabulary better when the learners saw how they were used in an authentic situations. In addition, watching films let students "acquire more knowledge and insight towards a foreign culture" (Ching & Tchong, 2015, p. 16).

Ruusunen (2011) illustrated that most of the teachers in his study believe that films are a good tool for teaching vocabulary, because words are connected with context. Furthermore, they believe that films are great in teaching cultural aspects. Especially, that learners see and hear the different traditions and habits of different cultures, in an authentic and reliable way.

Furthermore, Tunkay (2014) in her study on 100 students found that films helped in expressing cultural aspects very well, students were able to distinguish between artificial and natural use of language, and how to use the language in different interactional settings and social exchanges.

Besides that, Garcia (2013) in her study also found that using multimedia visual aids helped the students in memorizing vocabulary better. Even more the students found

the learning more meaningful since the content was contextualized. Videos brought the real world into the class.

In an experiment that was conducted on 120 Turkish university students, emphasized that watching films help students in improving their vocabulary. Particularly, when focusing on the meaning flow of the conversation (Yuksel & Tanriverdi, 2009). Also Brow (2010) in her study on 1st year students, found that exposing students to the culture along with appropriate tasks will confidently benefit the students. At least with being familiar with the language itself.

In addition, Seeger (2011), in her study in German Secondary School found that students were more motivated to collaborate when using films that present “authentic language varieties and differentiated facets of the target cultures” (p. 60). As a result, students developed “plurilingual learning strategies and interactive language skills as well as personal maturity”. (P. 60)

2.6.6 Grammar

Despite the effectiveness of using films in teaching EFL students different skills. Yet, films are not recommended for teaching grammar. Many films use slang, and rarely they care about the grammaticality of the language. Hence, using films to teach grammar may seem to be a bad idea. Subsequently, grammar can be taught while learning writing, but not directly using films.

2.7 Video-Based Instruction as Part of Content-Based Teaching

2.7.1 CBI Definition

With believing in the need of making a change in teaching EFL in our universities, besides the attempt the researcher is making to include films in TEFL

courses in the Palestinian institutions of higher education, the researcher concluded that content-based instruction is a favorable way to obtain those goals. According to TESOL (Teachers of English to Speakers of Other Languages, Inc.), CBI is “content and language integrated learning, where it contrasts with language teaching in isolation, and uses specific subject matter on which to base language instruction” (TESOL, 2008, p. 1). In other simpler words, CBI views language as a medium for learning content, and content as a resource for learning language (Torras, 1991).

According to Villalobos (2014), content-based instruction has some general characteristics and principles, which are:

1. Base instructional decisions on content rather than language criteria.
2. Integrate skills.
3. . Involve students actively in all phases of the learning process.
4. Choose content for its relevance to students’ lives, interests, and/or academic goals.
5. Select authentic texts and tasks.

Different studies have been conducted to investigate the validity and reliability of content-based instruction. One of them has been done on university students in Pereira found that students developed significantly. They participated more, and were more able to understand the language in a contextualized way. The two skills that have improved the most are listening and speaking. Particularly, that students were more motivated to express themselves and to listen to others in the same time (Hernandez, 2012).

2.7.2 Approaches of Content-Based Instruction

According to Stoller and Grabe (1997), there are eight different approaches of content-based instruction in TEFL; which are: Center for Applied Linguistics (CAL) approach, English for Academic Purposes (EAP) instruction, university-level foreign language CBI, discoursal knowledge structures, genre-based approach to K-12 literacy instruction, language immersion programs, Cognitive Academic Language Learning Approach, and whole language instruction.

2.7.3 The Validity of Video-Based instruction in TEFL

A study conducted on 60 university students found that using videos accompanied with various kinds of tasks improved the students' listening comprehension. Especially that teachers had more possibilities with words and pictures, which improved the cognitive skills of the students and helped them enhancing their listening comprehension (Sarani et al, 2014)

In another study aimed to investigate the students' attitudes toward video-based lessons showed that students reported "largely positive attitudes towards developing speaking skills with the unusual video format" (Grandon, 2014, 3). The videos helped in creating supportive environment, exposing students to new cultures, and enhancing the students' speaking ability (Grandon, 2014). Furthermore, Chen found that using interactive thematic video would be an effective facilitator to help students in understanding the content they learn filled with satisfaction (Chen, 2012).

2.8 Summary

So in the research, and in an attempt to help improving TEFL courses in Palestinian institutions of higher education to keep pace with the 21st century with its

technologies, the researcher is focusing on using films as a curriculum in TEFL courses. This topic, despite that it has been tackled recently from different researchers, it hasn't got its right position in the research in the Palestinian institutions of higher education. Beside, the researches usually tend to use films as a helping tool in a multi-media environment, and other researches were conducted on using films in literature courses that target native language speakers or TEFL students, but not in Palestinian institutions of higher education. So in this research, the researcher is trying to fill a gap that she finds is important to pay an attention at. The research aims to introduce films as visual literary genre to the TEFL students in Arab institutions of higher education.

Chapter Three: Methodology

3.1 Introduction

The research, investigates the effectivity, validity and reliability of using films in teaching TEFL courses in the Palestinian institutions of higher education. In order to reach feasible results, a practical study on two different groups, where one of them read the scripts of the film and the other watched the film, has been conducted. This method was compiled with pre-test, post-test, and a survey. After collecting the results, the researcher analyzed them in order to examine how reading the films' scripts or watching the films have affected the process of learning English in the EFL classroom. In addition to see if using films in general would have a positive or a negative impact on the students, learning process, and on what aspects particularly it would have an effect the most.

3.2 Population of the Study

The researcher targets in her study, EFL university students in Palestine in particular, and in the Arab countries in general.

3.3 Sample of the Study

The study has been conducted on 60, 3rd year university students, who are English majors and studying literature courses in Hebron University in Palestine. The students have been divided into two groups, group A, the experiment group, which was asked to watch the film and had 30 students, and group B, the control group, which was asked to read its script and also had 30 students. The film the researcher used in the study was *The Martian*, 2015.

3.4 Summary of the study

At the first meeting, the students of both groups had a pre-test. After that, the researcher asked the students of group A to watch *The Martian*, by providing them with its link. In addition, she asked the students of group B to read the script of the film. Also, the researcher asked the students of both groups to write one-page essay about one of three topics that they can choose, and to submit those essays in the coming lecture. After that, she met each group separately in their class and discussed the issues that were tackled in the film, beside some of the film's actions. In addition, she collected the essays from them, and asked them to write a one-page essay about one of the three suggested topics. After a week from the meeting, she gave both groups the post-test, and the survey. Also, the researcher collected from the students the essays that she asked them to write.

The researcher aims in her study to evaluate the improvements in the students' skills' in listening, speaking, and writing. In addition to their vocabulary comprehensions, cultural awareness and general understanding of the topic. In the meantime, she didn't evaluate the improvements in their reading skill nor in their grammar. As for reading, as mentioned previously, the researcher recommends using English subtitles while watching the films. Furthermore, the researcher previously didn't recommend using films to teach grammar since films present authentic conversations which would be ungrammatical. So reading skill and grammar will be left without assessment.

3.5 Procedures of the Study

The study began by preparing the pre-test, post-test, and the survey. The pre-test and the post-test were identical in the first two sections. The first contained 15

vocabularies, where the students had to write their meanings. There were five identical vocabularies in both tests. Meanwhile, the other ten were different. The answer for each vocabulary was given a grade depending on special scale. For example, the empty answer was given 0, the wrong answer was given 1, the right answer but not the one mentioned in the film was given 2, and the right answer that was identical to the one mentioned in the film was given 3. So, the answers of each one of the five identical vocabularies had been measured and compared between the pre-test and the post-test. The researcher aimed from that to find if there were changes or improvements in the students' answers.

Nevertheless, the results of the other ten vocabularies had been compared as a whole, which means that the researcher had compared the final result of the ten vocabularies and didn't compare each one with the other, since they are not identical. She aimed from that to see whether the students' level in vocabulary comprehension had improved or not after the study, especially that the last ten vocabularies in the post-test had been taken from the film they had watched or read its script.

The purpose of the first section of the pre-test and the post-test was to measure students' listening skill, since the vocabularies that were used in the post-test were mentioned in the film, and most of them had been used during the lecture, where the researcher had met the students. In addition, the first section of the pre-test and the post-test had helped in measuring their vocabulary comprehension, and whether they had improved and learned unfamiliar words through the study or not.

The second section of the pre-test and the post-test included three questions about cultural awareness. The first question, which was "What do you know about NASA?", was identical in the pre-test and the post-test. Through using the first

question, the researcher aimed to investigate the effect of watching the film\ reading its script had on how students had answered it. Meanwhile, the other two questions were different but they also targeted the cultural awareness of the students. The questions in the post-test were related to topics that had been discussed during the lectures. However, the second question didn't have a right or wrong answer. The students only needed to try to answer it, since it asked them about their opinions on some issues. So, if the student answered it, the researcher gave him\ her 2, if not, he\ she had got 0. The aim was to find if the participation rate had been impacted among students after watching the film\ reading the script or not. Moreover, the researcher used the results of section two to see the impact the study had on the students' cultural awareness, in addition to their listening skill, where the topics were mentioned in the film. In this section, the researcher also had a special marking system for the answers of the students. The empty answer was given 0, the wrong answer was given 1, the right answer which was different from the one mentioned in the film 2, and the right answer that was identical to the one mentioned to the film 3.

Finally, the post-test had included an additional section, which was not mentioned in the pre-test. It was about writing a summary of the plot of the film. The aim of the exercise was to investigate the general understanding of the students to the film, its actions, and the main aspects that relate to the film.

After preparing the pre-test and the post-test, the researcher prepared the survey. It tackled the effects that the study had on students' listening and speaking skills from their own perspective. Furthermore, it investigated their feelings in general toward the study and the issue of using films in teaching TEFL courses. The results had helped the researcher to understand how using films would affect the students learning in general, with focusing on the listening and speaking skills. In addition to understanding and

building an integral idea about the students' point of view about using films in TEFL courses and how they would affect them and their learning of a new language.

The practical study started when the researcher introduced herself to students and gave them a glimpse about the study she's going to conduct. She met the experimental group, group A, on Thursdays for an hour at 2:00 pm. Meanwhile, she met the control group on Wednesdays for an hour at 3:30 pm. In the first meeting, she gave the students the Pre-test and asked group A to watch the film and provided them with a link for watching it online. Nevertheless, she gave group B a link for reading the script of the film in a pdf file format, after also making sure that none of them had a problem with that. In addition, she asked both groups to write a one-page essay about one of three different suggested topics. She aimed from that, knowingly that she had asked them to write another one after she met them and had a discussion, to inspect how the study had affected their writing skill, the way they think, and whether they were going to relate their essay to the discussions and the film's events or not.

A week later, the researcher met both groups separately, and had a discussion about issues related to the film. Furthermore, they discussed some of the films' events. she also asked them to write another one-page essay about one of the three topics she gave them before. Then after a week, she gave them the post-test and the survey. Besides, they gave the researcher the essays they had written.

3.6 Data Collection

Subsequently, after collecting the pre-test, post-test, survey, and essays, the researcher started analyzing their results to investigate the effects of using films on TEFL students. Nevertheless, in order to reach accurate results, she depended on systematic method, where she turned the written words into numbers.

Starting with listening and vocabulary comprehension in the first section, she depended on the results of the pre-test and the post-test. In order to categorize them, she marked the empty answer with 0, the wrong answer with 1, the right answer that was different from the mentioned in the film 2, and the right answer that was identical to the mentioned in the film 3. Table (1) shows the marking system.

The answer	Its Grade
Empty	0
Wrong	1
Right but the meaning is different from the one that is used in the film	2
Typical to the meaning that is used in the film	3

Table (1) The marking system of sections 1 & 2

Hereafter, the researcher decided to differentiate between the empty answers and the wrong answers to see if the study gave the students a motivation to express themselves, even if the answers were wrong. Therefore, it was a way to study the effect of watching films/ reading their scripts on the participation rates. Furthermore, she also decided to differentiate the right answers which didn't relate to the meaning mentioned in the film from the meaning that was used in the film to observe if the film had an impact on students' understanding or not.

However, after she had found the results of the students depending on the previous marking system, she divided them finally into two main categories: right

answers and wrong answers. Since she aimed to find the final progress of the students and if there was an improvement in knowing new words during the study or not.

In addition, the researcher depended on the same marking system to evaluate the process the students achieved in their cultural awareness in the second section. Hence, she marked the empty answer with 0, the wrong answer with 1, the right answer that was different from the mentioned in the film 2, and the right answer that was identical to the mentioned in the film 3. She depended on the second section in the pre-test and the post-test to study how watching film\ reading film's script and discussing its topics benefitted the students in understanding the other culture. Furthermore, those results had also contributed in evaluating the process the students had in their listening.

Moreover, after marking the students' results in the pre-test and the post-test, each result had been turned into percentage, so the reader would be able to understand the results of the study. The percentage had been found by dividing the result by 30, which is the number of the students of each group and then multiplied by 100. Furthermore, at the end of the tables that deal with the 10 words, the row before the last is about the total of the results where the researcher summed the results of each category without finding a percentage for them. Meanwhile, the last row is the average of the results. It had been found for each category by summing all the results then dividing them on the number of the words, which is 10, and multiplying them by 100. Meanwhile, the average of the second section of the pre-test and the post-test had been found by dividing the sum of the results by 3, which is the number of the questions in the second section, and multiplying them by 100. The researcher included its percentage also to make the results clearer for the reader.

As for the students' speaking skill, the researcher depended on two methods. The first was self-evaluation by every student where he\ she had evaluated his\ her speaking skill after the lecture of the study in the survey. She depended in the evaluation of the results of the survey on the measures that she used in the survey of listening comprehension, where the students had answered with strongly disagree, disagree, agree, and strongly agree. Meanwhile, the second method depended mainly on their interaction in the lecture she had with them, where she wrote some comments relating their participation in the discussions, and she compared them with their instructor's notes about their participation in general. As if they were more active in her lecture, this would indicate that watching film\ reading film's script motivated them to express themselves, and use language no matter how good or bad they are. However, if their participation was the same, this would indicate that watching film\ reading film's script had no significant effect on the students or their learning style. Also, in case that their participation was less active than it would be in their other lectures, that might indicate that watching film\ reading film's script had a negative effect on the learning process. So, in order to obtain clear results, the researcher compared her notes with their instructor general notes and comments about their participation.

As for writing, the measurement depended firstly on evaluating the essays she asked from them, and compared between the ones that were written before watching film\ reading film's script and the ones written after watching film\ reading film's script, in addition to the discussion. The researcher aims to observe how their writing was affected by the film and the discussion that we held during the lecture. In her evaluation, she depended on how much the second paper was related to the films compared to the first one. Also, she saw if the second paper was affected with the discussions that were held during the lectures, and she evaluated their responses. The

evaluation depended mainly on the difference between the first paper and the second one. She gave 0 if there was no difference at all, 1 if there was a slight difference where the writer was being more enthusiastic in his\ her paper, and 2 if there was a significant difference in the two papers, as being more enthusiastic and relating to the films issues in a direct or indirect way.

The difference between the 1 st paper and the 2 nd paper	The grade
No difference	0
Slight difference	1
Significant difference	2

Table (2) Marking system of the essays

In addition to the articles, she used the last question of the post-test, which was about writing a summary of the plot of the film. This question had given the researcher a glimpse about how the vocabularies that were used in the film affected their writing. Nevertheless, the main object of this question was to measure their understanding to the main events of the film and the issues related to it. The researcher used a specific marking system to categorize their answers. 0 was given to the empty answers. 1 was given to the wrong answers that didn't relate to the film. 2 was given to the right but weak answers that didn't mention important events or misunderstood the plot of the film. Meanwhile, 3 was given to the right answers that mentioned the plot clearly and showed that the student understood the main events of the film. Table (3) summarizes the marking system. After categorizing the results, the researcher found the number of the students who had the same mark and their percentage in order to analyze the results

to find out if students were able to understand the film they watched\ the script they read or not.

The answer	The Mark
Empty answer	0
Wrong answer	1
Right but weak answer	2
Right and strong	3

Table (3) Marking system of section 3

After finding all the results of all the sections of the pre-test and the post-test, the researcher compared the results of the pre-test and the post test of each group separately. In other words, she compared the results of the pre-test of group A with the results of the post-test of the same group. And she did the same for group B. Then after finding the difference in the results of the pre-test and the post-test, she investigated the difference in the results among the two groups to reach final conclusions about the difference between watching films and reading films' scripts, and using films in general in TEFL courses.

Finally, the results of the survey had played a critical role in understanding the role of the films in TEFL courses from the students' perspective. The students had answered 15 questions divided into three main sections that tackle their listening and speaking skills. In addition to a general section that relates to learning a new language generally. The survey is about using films in general and not about watching a film or reading its script in particular, so it has been collected from the students without

differentiating their group. Moreover, the students' answers was either strongly disagree, disagree, agree, and strongly agree. After collecting the results, the researcher turned them into percentages, which helped her and the reader in understanding the results in a better way. She found the number who had the same answer for every point, and then divided the results by 60, which is the total number of students, and then multiplied it by 100. Doing so had made reading the results easier.

By using the survey results, the researcher was able to understand if the students found that using films had helped them improving their listening skill, speaking skill, and in learning the new language in general. In addition, whether they liked this method or not. As if using films would motivate them to learn the new language in a better way or not? And if it had an effect on their motivation and learning style. It's worth mention that students' point of view is important and can't be neglected.

Chapter Four: Discussion, Conclusion, and Recommendations

4.1 Introduction

In order to obtain practical recommendations from the study, the researcher analyzed the results of the pre-test, post-test, and the survey after collecting them. In this chapter the results' analyses is presented along with a conclusion and recommendations that the researcher reached after analyzing the results of the study.

4.2 Discussion

In the first section of the post-test of group A, there was a significant development. As it is shown in the next table:

The word	Percentage of the pre-test right answers	Percentage of the post-test right answers	Difference
Martian	13.3%	50%	+36.7%
Treaty	80%	80%	0%
Botanist	10%	43.3%	+33.3%
Fatal	76.7%	76.7%	0%
Crew	73.3%	86.7%	+13.4%

Table (65) the development in the first five words in the first section

Taking into consideration that the results of the pre-test are taken after a week from watching the film by the students individually, and having one discussion with them about some topics that relate to the film and its events, we can see that there is some progress in the vocabulary they learnt. The main difference was in the new words

they learnt from the film such as *Martian* and *Botanist*. Figure (1) shows the difference between the results of the pre-test and the post-test.

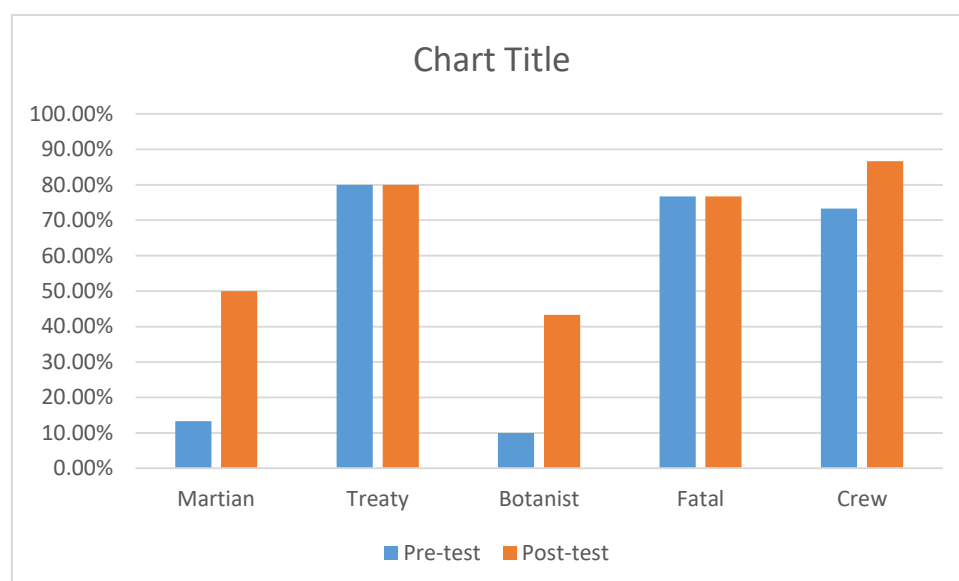


Figure (1) the difference in the results of the first five words in group A

Meanwhile group B achieved the following results as shown in table (66) and figure (2):

The word	Percentage of the pre-test right answers	Percentage of the post-test right answers	Difference
Martian	6.7%	33.3%	+26.6%
Treaty	43.3%	66.7%	+23.4%
Botanist	6.7%	30%	+23.3%
Fatal	60%	53.3%	+6.7%
Crew	56.7%	70%	+13.3%

Table (66) the development in the first five words in the first section

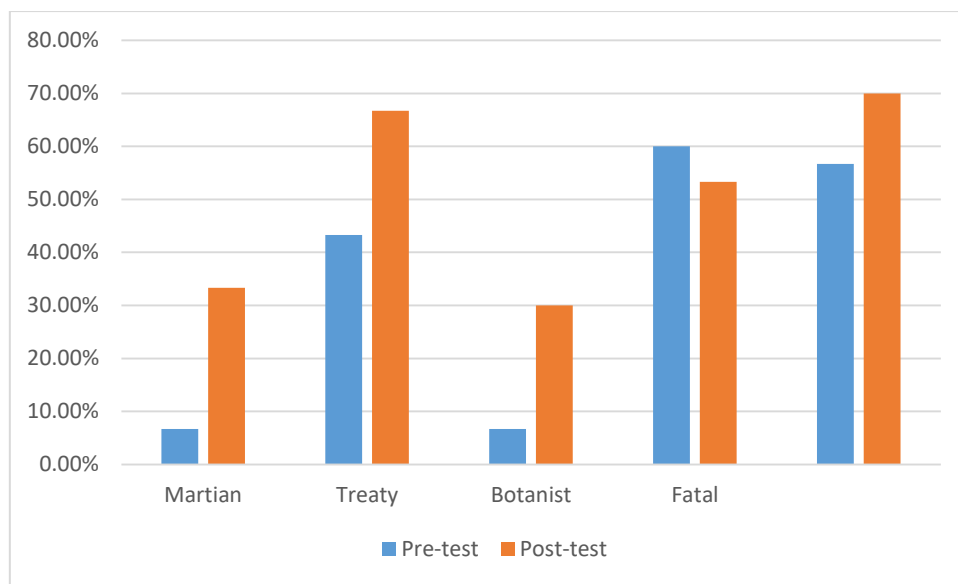


Figure (2) the difference in the results of the first five words in group B

As seen, group B also achieved some progress. Yet, its progress was lower in 3 words out of five compared with group A (Martian, Botanist, Crew). However, it achieved higher difference in two words (treaty and fatal) in the time group A achieved no progress. This can be related to the fact that group A initially achieved higher scores in both the pre-test and the post-test (it scored 80% correct answers for treaty and 76.7% correct answers for fatal) and both of the scores are higher from the one achieved by group B in the post test (66.7% and 53.3%).

In general, there is a significant progress in both groups in recognizing the same words that were used in the pre-test and the post-test. Yet group A outperformed group B in this part. For the next ten words that were different in the post-test from the pre-test, the results were as following:

Group	Avg. of right words in the pre-test	Its percentage	Avg. of the right words in the post-test	Its percentage	The difference percentage
A	15.1	50.3%	23.1	77%	+23.7%
B	9.4	31.3%	19.5	65%	+33.7%

Table (67) the development in the results of the last ten words in the first section

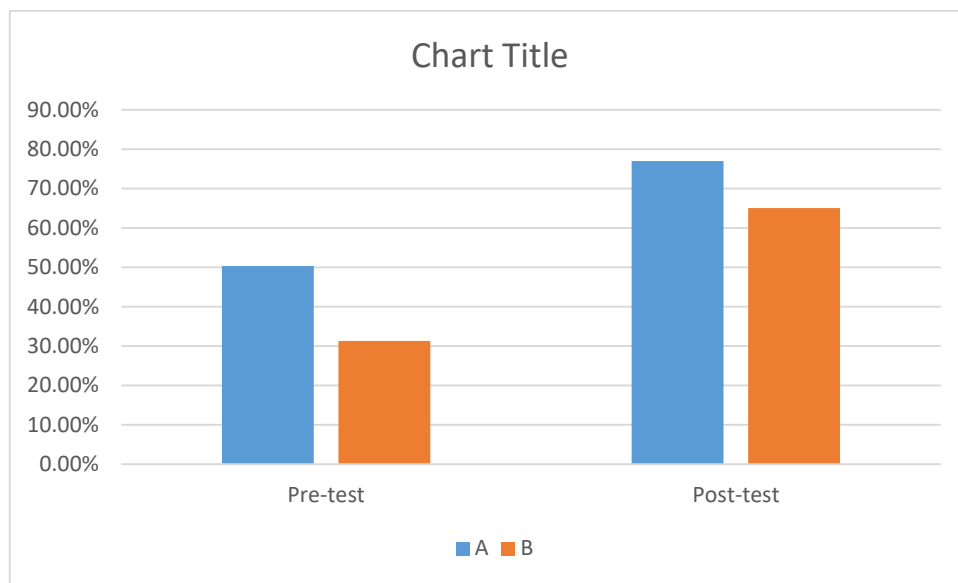


Figure (3) the difference in the results of the last ten words of the first section

Furthermore, both of the groups achieved higher average in the right answers of meaning of the ten words as it shown in figure (3). Group A achieved 23.7% higher in the post-test compared with the pre-test. Meanwhile, group B achieved 33.7% higher correct answers. Meanwhile, the final percentage of the right answers of group A is higher than group B. Group A achieved 77% right answers. In the meantime, group B achieved 65%.

Group	Avg. of mark 0	Its percentage	Avg. of mark 0	Its percentage	The difference percentage
A	11.5	38.3%	2.5	8.3%	-30%
B	18	60%	5.1	17%	-43%

Table (68) the development in the average of leaving empty answers in the first section

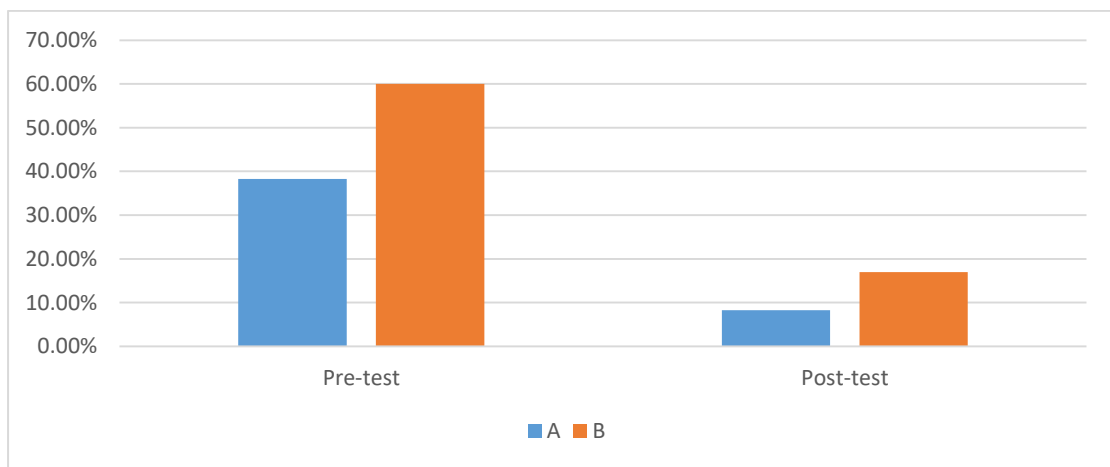


Figure (4) the difference in the average of the empty answers in the first section

As for the answers that were left without any attempt to fill them, there is an important change in the attitude of the students, as it shown in figure (4). The left items in the post-test in group A formed only 8.3%, with a decrease of 30% from the pre-test. Meanwhile, it decreased 43% in the post-test of group B with 17% left without any answer. This is an indication that students were more motivated to express their minds and less fearful to do that.

Coming to the second section of the tests, group A outperformed group B as it shown in the next three tables. Starting with the first question, which was identical in the pre-test and the post-test:

Question one	No. of right answers in the pre-test	Percentage of right answers in the pre-test	No. of the right answers in the post-test	Percentage of the right answers in the post-test	The difference percentage
Group A	23	76.7%	24	80%	+3.3%
Group B	19	63.3%	27	90%	+26.7%

Table (69) the development in answering question one in the second section

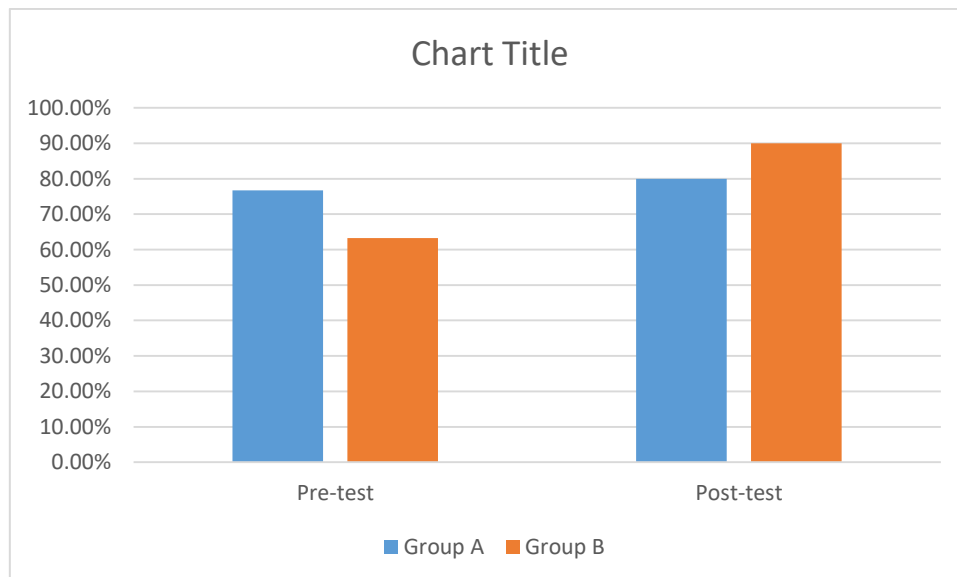


Figure (5) the difference in the development in answering question one in the second section

As shown from the results above, both groups outperformed the in post-test comparing with the pre-test, as it shown in figure (5). However, it seems that group B (90%) did better than group A (80%) in the post-test. Despite the fact that it did worse in the pre-test. So the process of the study affected group B in a better way than group A. I found that this is also the case in question two of the second section. This question was different in the post-test from the pre-test. However, in both tests it didn't have a

right answer. Students had to express their opinions about certain issues. I was concerned with how many students would answer and how many of them would leave it empty. The results were as the following:

Question two	No. of right answers in the pre-test	Percentage of right answers in the pre-test	No. of the right answers in the post-test	Percentage of the right answers in the post-test	The difference percentage
Group A	26	86.7%	29	96.7%	+10%
Group B	24	80%	30	100%	+20%

Table (70) the development in answering question two from the second section

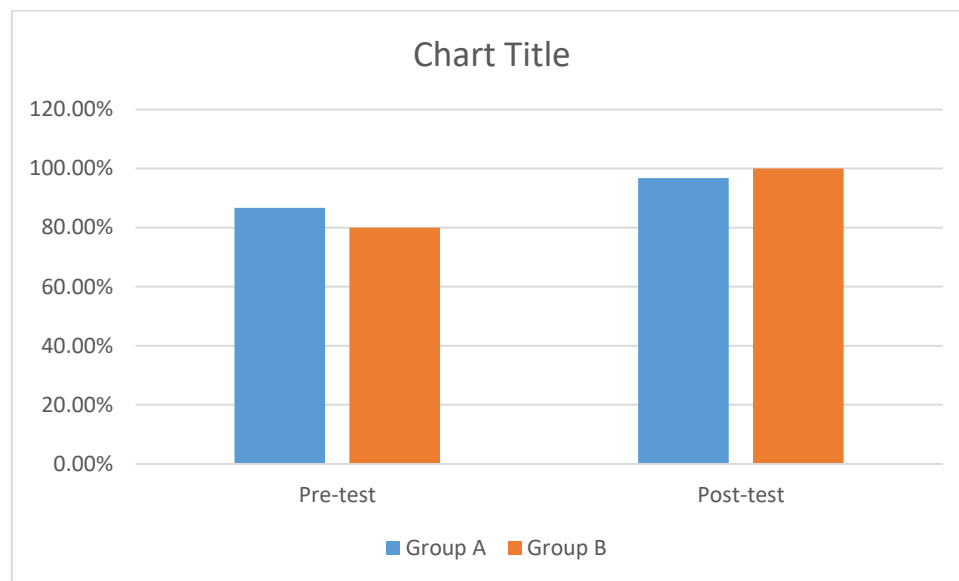


Figure (6) the difference in the development in answering question two in the second section

It is also obvious that group B did better, as shown in figure (6). In other words, the students were more motivated and enthusiastic to participate and express their minds and thoughts. Even that group A did better in its post-test (96.7%), with only one

student not answering, than in its pre-test (86.7%). Yet group B exceeded its performance with 100% of the students answering the question in the post-test. In the time were only 80% of them answered it in the pre-test. As for all the three questions together, the average and the percentage were as the following:

All the questions	No. of right answers in the pre-test	Percentage of right answers in the pre-test	No. of the right answers in the post-test	Percentage of the right answers in the post-test	The difference percentage
Group A	17.7	59%	24.7	82.3%	+23.3%
Group B	14	46.7%	25.3	84.3%	+37.6

Table (71) the development in answering the second section

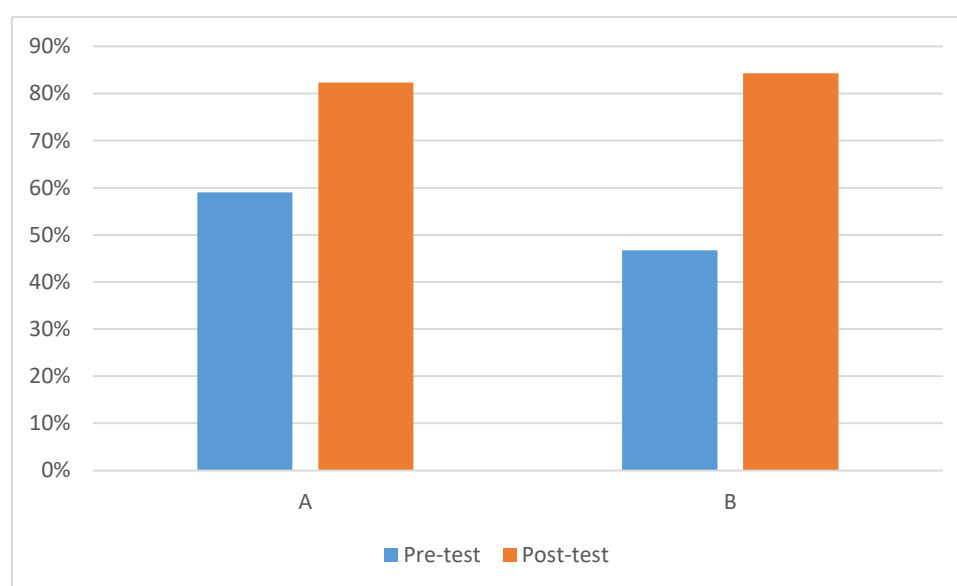


Figure (7) the difference in the development in answering the second section

Talking generally about the second section, group A (59%) did better than group B (46.7) in the pre-test. Nevertheless, group B (84.3%) did better and improved more

in the post-test than group A (82.3%). Despite that, the difference between the results of the two groups in the post-test is trivial, as shown in figure (7).

Moving to the third section in the post test of group A and B, the results were as follow in table (72) and figure (8):

Summary	0	1	2	3
Group A	10%	6.7%	13.3%	70%
Group B	26.7%	23.3%	13.3%	36.7%

Table (72) the results of the third section

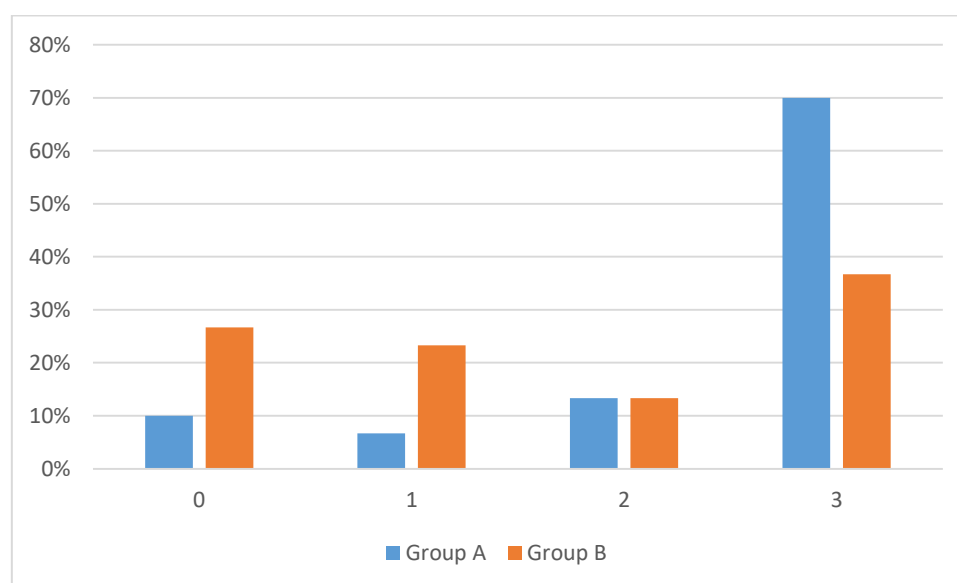


Figure (8) the difference in the results of the third section

When I asked students to write a short summary about the plot of the film, 10% of group A didn't write anything, while 6.7% of them didn't understand the plot. Meanwhile, 26.7% of the students from group B didn't write anything, and 23.3% didn't understand it. In the meantime, 70% of the students of group A understood it very well, and 13.3% expressed it in a weak way. However, only 36.7% of group B

understood it very well, with 13.3% of them expressing it in a weak way. The previous results of the third section show that Group A exceeded group B in understanding the film's story, events, and plot. Meanwhile, group B was relatively weak in understanding the film's story, events, and plot.

The previous results show that group A outperformed group B in the first and the third section of the post-test, while group B did better than group A in the second question in the post-test. As to the survey results, I asked the students about their opinion in using films in TEFL courses, and the results were as the following:

Starting with the first section that deals with the listening skill, 100% of the students agreed and strongly agreed that they were able to understand the discussions that were held in the lecture. While 88.4% of them agreed and strongly agreed that, they were able to understand the language of the film. As well, 81.6% of the students agreed and strongly agreed that they felt their listening skill has improved after the lecture we took. In addition, 100% of them agreed and strongly agreed that listening to films' dialogues would help them in improving their listening skill. As a result, 96.6% of the students agreed and strongly agreed that they will use films' dialogues by themselves in order to improve their listening skill.

As for the speaking skill, 86.7% of the students found themselves enthusiastic to participate in the discussions that were held during the lecture. Meanwhile, 73.4% of the students agreed and strongly agreed that they felt that their speaking skill improved after the lecture. Meanwhile, 61.6% of them agreed and strongly agreed that they were able to imitate the language of the film. However, 96.7% of the students agreed and strongly agreed that watching films helped them in improving their speaking skill.

Furthermore, 90% of them said that they would use films to improve their speaking skill.

In general, 95% of the students said that they have enjoyed the process of the study. Furthermore, 75% of them said that they felt their language have improved after the study. In addition, 93.3% of the students think that using films would facilitate the process of learning a new language in a longer term. Moreover, 86.6% of the students said that they would recommend others to learn a new language using films. Finally, 83.3% of the students said that they would participate in courses as the lecture they took to learn English, which depends on films to learn a new language.

So from students' point of view, films seem to be very helpful in learning a new language, practicing the listening skill, and developing the speaking skill through discussing issues related to the film and the film's events and actions. Moreover, films enthusiast students to learn. As a result, it has a positive effect on the process of learning a new language when it used as a TEFL course for university students.

4.3 Conclusion

After conducting the study about using films in TEFL courses and investigating the differences and similarities in the results of the two groups, I was able to reach the following conclusions:

First, films affected the process of learning the listening skill positively and facilitated the development of the students in listening. Both groups had better results in the post-test comparing with the pre-test. The first five words in the first section of the post-test had a better average and percentage of vocabulary recognition. Moreover, the other ten words in the post-test that are different from the pre-test had also a better

average and percentage of recognition. Furthermore, having better results in the second section in the post-test than the pre-test, and having relatively good results in the third section, all that, proved that students were able to recognize and understand what they have listened to. In addition, the students themselves agreed and strongly agreed that using films helped them in developing their listening skill and they were able to understand the topics we have discussed in the lecture. Also, they strongly agreed that they will use films improve their listening.

Moreover, films motivated students to speak. Films, which are made basically as a part of the entertainment industry, tackles issues and topics that interest the students and provoke them to express their ideas and defend their opinions. This was clear after comparing the rate of participation in the lecture with the students' traditionally lectures. Every student participated in the lecture, and some of them insisted on expressing their opinions more than once to make it clearer. The researcher even noticed few students with real weak English trying their best, without hesitating, to express their minds and defend their opinions. So films provoked students to speak, and the more the student tries to speak in an educational setting, where he\ she can get some support and guidance, the better he\she will be in speaking. Moreover, listening to the authentic conversations in the films helped students in recognizing how conversations are built, words are used, utterances are pronounced, and expressions are understood. In addition, the students expressed their agreement on the proposal that watching films helped them in improving their speaking. Even that some of them tried to imitate the language of the film. Finally, many of them expressed that they will watch films in order to improve their speaking skill.

Furthermore, films improved the vocabulary recognition of the students. The first section of the post-test confirms this. The rates of recognition the words in the first

section had increased significantly. Students had the ability to recognize the words that were used in the film. As a result, if students are required to acknowledge certain jargons, then watching films that illustrate those jargons will be an easy and fast way for students to acknowledge them. Especially, that language, in the films, is accompanied with images and sounds, which make the process of remembering, analyzing, and recognizing the new words easier for the students than only memorizing them from blank lists. In addition, the more films the students watch, the more vocabularies they will learn and acquire, which will help them in improving their language.

In addition, it is not affirmed that films help in improving students' writing skill, since the researcher failed in applying her plan for measuring the improvements of the students' writing, because students didn't commit and didn't provide her with the essays she asked for. Nevertheless, films at least motivate and enthusiast students to write and defend their opinions of the issues related to the films' events. This has been proved by the few essays the researcher had received from the students. Moreover, since films provoke students to think about certain issues, they will also provoke them to express their minds, and if the teacher or the facilitator asked them to do that by writing, they would be more eager to prove their points. As a result, films help in improving students' writing indirectly, at least. Besides, depending on the third section in the post-test of both groups, it shows that the students, during their writing of the plot summary, used many vocabularies from those that were used in the film. Subsequently, films do affect the writing of the students, but it's not clear to what degree.

Also, films introduce students to the culture of the target language in an integrated way. They listen to the language, they watch the images, which include the landscape, houses, customs, food, etc. and listen to the music and the sounds effects all that is

related to the culture. In addition, connecting the words with the images helps the students in understanding, recognizing, and knowing the culture of the target language more influential. This is clearly proved by the results of the second section of the post-test, which aimed to measure the students' awareness of the target language's culture, and where both groups did better in the post-test compared with the pre-test.

Adding to the previous advantages that watching a film helps students in understanding the events, actions and the issues that relate to the film. Connecting language with images and sounds ease the process of understanding and analyzing. As a result, the results of the third section of the post-test of group A, which watched the film, outperformed the results of group B which only read the script. Even though they achieved convergent results in the other sections.

Another positive aspect is that films help students to be more confident about the language that they are learning. The researcher noticed that the empty answers in the first section of the post-test had decreased significantly from the ones in the pre-test. In addition, the second question in the second section, which has no right answer but the researcher had chosen it to see if students were willing to answer or not, had been answered by all of the students of both groups. This illustrates that films motivate students to express themselves and be more confident about their language, without the fear of being weak in expressing themselves. Consequently, films affected the participation rate of the students positively and made an important difference.

Moreover, films motivate low achievers and help them in improving their language. It was clear from the start of my study after the researcher got the results of the pre-test that group A did better than group B in all sections. Surprisingly, group B had improved better than group A in the post-test. In the first section, they achieved lower results in

the post-test for the first five words, yet they had better difference rate, meaning they have improved better than group A in two words out of five. However, in the other ten words, despite group B achieved lowers results, yet they improved better than group A. In addition, in the first section group B had higher difference in the answers that were left without any answer between the pre-test and the post-test, despite group A generally, had less left empty answers. Yet, the improvement of group B is better than group A. Furthermore, group B outperformed group A in the results and in the differences rated in the second section of the post-test. So films motivated students to do better in the post-test. In addition, it seems that using films helped the students who might not prefer the traditional method of using books. In other words, films were more popular among the students and helped them performing better whether they were low achievers or not.

Adding that watching films helps in forming an integral idea about the events more than reading would do. In the study, group A, which watched the film, outperformed group B significantly in the third section of the post-test, where students were requested to write a summary for the plot of the film. The results proved that connecting images with language and sounds would help students in understanding the events more clearly, providing them with better analysis for the ideas and issues that were tackled in the film, and helped them in forming their own interpretation of what they had watched.

Furthermore, using films in the Palestinian institutions of higher education would facilitate the process of learning English in general, and motivate the students to learn the language thoroughly. Furthermore, utilizing films, which are part of the visual literacy, in the TEFL classes would enhance the outcomes of such classes, help TEFL courses in the Palestinian institutions of higher education keeping pace with the digital

world we are living in, and modernize the educational system to meet the requirements of the students of this visual age.

4.4 Challenges

Unfortunately, the researcher faced different challenges before and during conducting her study. Most of the problems she faced can be summarized in the following points:

- While the researcher was doing the primary research before conducting her study, she wasn't able to find sufficient resources that tackle the topic she was going to study in the Arab world in general, or in the Palestinian context in particular. Especially in finding tests and evaluation system to help her in evaluating the process of the students during the study. Despite the fact that this has motivated her to continue in her research, yet, the researcher had some difficulty in finding a basis from where she can build on, and had to create the tests and the evaluation system by herself.
- The researcher's choice of the film wasn't arbitrary. She had to go thoroughly through different films and create rubrics that she can base on to choose some candidates films. After that, the researcher chose 15 films, and then summarized 7 of them, where their summary is in appendix E, next she prepared a lesson plan for five of them, and finally chose one to be used in the study.
- At the beginning, the researcher was planning to make the students fill the pre-tests, the post-tests and the surveys online using Google documents. Doing that would have facilitated the process of analyzing and finding the results, and would have saved time and paper. Unfortunately, the students didn't cooperate well since the study is a volunteer work and not an obligatory task. So to

maintain the situation, the researcher had to print the pre-tests, post-tests, and the surveys and ask the students to fill them, and after that she had to find the results manually after entering the results into her laptop, which consumed much time and effort.

- The time of the study was not enough. Since the researcher used the lectures of other instructors and couldn't afford a lectures of her own because she couldn't trust the commitment of the students, she had to do the study through 3 lectures. However, the researcher recommend doing it in a whole course were the results would be more accurate, valid, and reliable.
- Since the researcher didn't have enough time, and had only one lecture to discuss the film's events and issues with the students, she couldn't go with that thoroughly. Personally, the researcher recommend having at least two one-hour lectures to discuss any film sufficiently, so students can express themselves and defend their positions and opinions comprehensibly.
- As the study was voluntary for the students, not all the students committed with reading the script or watching the film, and this might have affect the results of the study. Subsequently, if they had committed and watched the film or read the script, the results of the study would have been better, clearer, and more reliable.

4.5 Recommendations

- In order to get more precise results, the researcher recommend conducting this study for a whole semester with more films to be used and more commitment and dedication from the students. Doing so would provide us with clearer and more valid and reliable results to analyze and reach final conclusions about the effect of using films in TEFL courses.

- In order to study the effects of using films in TEFL courses on the reading skill, the researcher recommend including subtitles to the dialogues of the films in English. As a result, the viewer would be able to watch the film and read the dialogue at the same time. In addition, as she mentioned previously in the literature review, doing so had proved to affect the reading skill positively and it would improve the language of the learner in general.
- The researcher believe that further studies are needed to study the exact effects of using films on the writing skill of the learners, since the commitment of the students in writing the essays was too weak and subsequently she couldn't reach final conclusions about the effect of using films on the writing skill.
- Despite the fact that there is still some need for further studies to investigate the precise effects of using films in TEFL courses. Yet, this study and many other studies that have been mentioned in the literature review, have proven that using films in TEFL courses affect the process of learning a new language positively, motivate students to learn more, ease their understanding of the culture of the target language, improve their listening and speaking skill in particular, and help them in comprehending more new vocabulary. So the researcher recommend starting using films in TEFL courses in the universities to obtain better results from the process of learning a new language.

4.6 Summary

The researcher was eager to use the films in TEFL course to find its effect on the process of learning a new language and on the students themselves. Especially that different studies had been conducted about this topic and focused on different skills and effects, yet very few of them has been done in the Arab world in general, or in the Palestinian context in particular. Most of the studies found that using films in teaching

new languages had a positive effect. Particularly, films provided an integral presentation of the new language, since the language in the films is combined with images, background sounds, presentation for the new culture, and authentic use of the language. Successively, this study has proven the same results in that films have constructive effect on the process of learning a new language. The results of the study prove that using films help students in improving their listening and speaking skill, their vocabulary comprehension, their understanding of the new culture, and their general learning of the new language. Nevertheless, with those positive effects, we still need more research and studies to recognize films' effects on the other skills and to have better understanding for their effect on the studied skills.

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Christopher N. (Director), Christopher N. (Writer). & Leonardo D. (Actor). (2010). *Inception*.

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Ridly S. (Director), & Drew G. (Writer). & Matt D. (Actor). (2015). *The Martian*.

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Appendix A: The Pre-Test

Using Films in Teaching English in TEFL classes

The Pre-Test

Section 1: Write the meaning of the following words in English. If you don't know the meaning of any word, please write "Don't know"

1. Martian:_____

2. Treaty:_____

3. Botanist:_____

4. Fatal:_____

5. Crew:_____

6. Maze:_____

7. Inception:_____

8. Fraction:_____

9. Manipulation:_____

10. Kidnap:_____

11. Invasion:_____

12. Sniper:_____

13. Coach:_____

14. Surrender:_____

15. Private:_____

Section 2: Answer the following questions depending on your own knowledge, don't use any external help.

1. What do you know about NASA?

2. Do you think that the western people act according to their interests and not standards?

3. Describe the cemeteries of the American soldiers in USA.

Appendix B: The Post-Test

Using Films in Teaching English in TEFL classes

Post-Test #1

Section 1: Write the meaning of the following words in English. If you don't know the meaning of any word, please write "Don't know"

1. Martian:_____
2. Treaty:_____
3. Botanist:_____
4. Fatal:_____
5. Crew:_____
6. Gravity:_____
7. Hub:_____
8. Astronaut:_____
9. Danger:_____
10. Captain:_____
11. Science:_____

12. Decision:_____

13. Spaceship:_____

14. Great:_____

15. Coward:_____

Section 2: Answer the following questions depending on your own knowledge, don't use any external help.

1. What do you know about NASA?

2. Would you like to travel to Mars? Why?

3. Describe a spaceship.

Section 3: Summarize the plot of the Martian in few lines.

Appendix C: The Survey

Survey

Section one (Listening Comprehension):

	Strongly Disagree	Disagree	Agree	Strongly Agree
Were you able to understand the discussions that were held in the lectures?				
Were you able to understand the language of the films?				
Do you think that your listening skill has improved after this short course?				
Do you think that listening to the films' dialogues would help you in improving your listening skill?				
Are you going to practice your listening skill on your own by watching more films?				

Section Two (Speaking Skill):

	Strongly Disagree	Disagree	Agree	Strongly Agree
Did you find yourself enthusiastic to participate in the discussions that were held in the lectures?				
Do you think that your speaking skill has improved after this short course?				
Were you able to imitate the language of the films?				
Do you think that listening to the films' language helped you in improving your speaking skill?				
Are you going to work on your speaking skill on your own by watching more films?				

Section Three (General Questions):

	Strongly Disagree	Disagree	Agree	Strongly Agree
Have you enjoyed the process of the study?				
Do you think that this short course have helped you in improving your English language in general?				
Do you think that having such course for a longer term would facilitate the process of learning a new language?				
Would you recommend others to learn new languages through watching films?				
Would you participate in a course that teaches English through films, as the lecture you took?				

If you have any comments about this study, please write them:

Appendix C: The Results

The following tables are the results of the pre-test, the post-test, and the survey of group A and group B.

The pre-test's results of group A:

The researcher analyzed the first five words from the first section separately, since they will occur also in the post-test. Meanwhile, the next ten were analyzed together. As the following:

The words the researcher used are martian, treaty, botanist, fatal, and crew. The results were as the following, Starting with 'Martian', the students answers were as the following:

The answer	No. of the students	Their percentage
0	23	76.7%
1	3	10%
2	0	0%
3	4	13.3%

Table (4) Martian

The answer	No. of the students	Their percentage
Wrong Answer	26	86.7%
Right Answer	4	13.3%

Table (5) Martian

The answer	No. of the students	Their percentage
0	2	6.7%
1	4	13.3%
2	22	73.3%
3	2	6.7%

Table (6) treaty

The answer	No. of the students	Their percentage
Wrong Answer	6	20%
Right Answer	24	80%

Table (7) treaty

The answer	No. of the students	Their percentage
0	26	86.7%
1	1	3.3%
2	0	0%
3	3	10%

Table (8) botanist

The answer	No. of the students	Their percentage
Wrong Answer	27	90%
Right Answer	3	10%

Table (9) botanist

The answer	No. of the students	Their percentage
0	4	13.3%
1	3	10%
2	5	16.7%
3	18	60%

Table (10) fatal

The answer	No. of the students	Their percentage
Wrong Answer	7	23.3%
Right Answer	23	76.7%

Table (11) fatal

The answer	No. of the students	Their percentage
0	5	16.7%
1	3	10%
2	10	33.3%
3	12	40%

Table (12) crew

The answer	No. of the students	Their percentage
Wrong Answer	8	26.7%
Right Answer	22	73.3%

Table (13) crew

As for the rest of the rest of the words, the results were as the following:

The word	0	%	1	%	2	%	3	%
Maze	15	50%	5	16.7%	8	26.7%	2	6.7%
Inception	22	73.3%	5	16.7%	0	0%	3	10%
Fraction	10	33.3%	5	16.7%	8	26.7%	7	23.3%
Manipulation	15	50%	3	10%	8	26.7%	4	13.3%
Kidnap	4	13.3%	4	13.3%	10	33.3%	12	40%
Invasion	13	43.3%	1	3.3%	10	33.3%	6	20%
Sniper	16	53.3%	5	16.7%	3	10%	6	20%
Coach	5	16.7%	2	6.7%	5	16.7%	18	60%
Surrender	15	50%	1	3.3%	5	16.7%	9	30%
Private	0	0%	3	10%	27	90%	0	0%
Total	115	---	34	---	84	---	67	---
Average	11.5	38.3%	3.4	11.3%	8.4	28%	6.7	22.3%

Table (14) the results of the last ten words

Word	Wrong answers	Percentage	Right Answers	Percentage
Maze	20	66.7%	10	33.3%
Inception	27	90%	3	10%
Fraction	15	50%	15	50%
Manipulation	18	60%	12	40%
Kidnap	8	26.7%	22	73.3%
Invasion	14	46.7%	16	53.3%
Sniper	21	70%	9	30%
Coach	7	23.3%	23	76.7%
Surrender	16	53.3%	14	46.7%
Private	3	10%	27	90%
Total	149	---	151	---
Average	14.9	49.7%	15.1	50.3%

Table (15) the results of the last ten words

Meanwhile the results of the second section were as following:

Question	0	%	1	%	2	%	3	%
1	2	6.7%	5	16.7%	17	56.7%	6	20%
2	4	13.3%	0	0%	26	86.7%	0	0%
3	20	66.7%	6	20%	1	3.3%	3	10%
Total	26	---	11	---	44	---	9	---
Average	8.7	29%	3.6	12%	14.7	49%	3	10%

Table (16) the results of the second section

Question	Wrong answers	Percentage	Right answers	Percentage
1	7	23.3%	23	76.7%
2	4	13.3%	26	86.7%
3	26	86.7%	4	13.3%
Total	37	---	53	---
Average	12.3	41%	17.7	59%

Table (17) the results of the second section

Participation rate in question 2 = 86.7%

The pre-test's results of group B:

The answer	No. of the students	Their percentage
0	23	76.7%
1	5	16.7%
2	0	0%
3	2	6.7%

Table (18) Martian

The answer	No. of the students	Their percentage
Wrong Answer	28	93.3%
Right Answer	2	6.7%

Table (19) Martian

The answer	No. of the students	Their percentage
0	7	23.3%
1	6	20%
2	13	43.3%
3	4	13.3%

Table (20) treaty

The answer	No. of the students	Their percentage
Wrong Answer	13	43.3%
Right Answer	17	56.7%

Table (21) treaty

The answer	No. of the students	Their percentage
0	25	83.3%
1	3	10%
2	0	0%
3	2	6.7%

Table (22) botanist

The answer	No. of the students	Their percentage
Wrong Answer	28	93.3%
Right Answer	2	6.7%

Table (23) botanist

The answer	No. of the students	Their percentage
0	9	30%
1	3	10%
2	9	30%
3	9	30%

Table (24) fatal

The answer	No. of the students	Their percentage
Wrong Answer	12	40%
Right Answer	18	60%

Table (25) fatal

The answer	No. of the students	Their percentage
0	10	33.3%
1	3	10%
2	14	46.7%
3	3	10%

Table (26) crew

The answer	No. of the students	Their percentage
Wrong Answer	13	43.3%
Right Answer	17	56.7%

Table (27) crew

As for the rest of the words, the results were as the following:

The word	0	%	1	%	2	%	3	%
Maze	25	83.3%	2	6.7%	1	3.3%	2	6.7%
Inception	25	83.3%	5	16.7%	0	0%	0	0%
Fraction	26	86.7%	2	6.7%	0	0%	2	6.7%
Manipulation	21	70%	4	13.3%	1	3.3%	4	13.3%
Kidnap	14	46.7%	6	20%	3	10%	7	23.3%
Invasion	22	73.3%	1	3.3%	4	13.3%	3	10%
Sniper	22	73.3%	1	3.3%	1	3.3%	6	20%
Coach	7	23.3%	4	13.3%	4	13.3%	15	50%
Surrender	13	43.3%	0	0%	6	20%	11	36.7%
Private	5	16.7%	1	3.3%	24	80%	0	0%
Total	180	---	26	---	44	---	50	---
Average	18	60%	2.6	8.7%	4.4	14.7%	5	16.7%

Table (28) the results of the last ten words

Word	Wrong answers	Percentage	Right Answers	Percentage
Maze	27	90%	3	10%
Inception	30	100%	0	0%
Fraction	28	93.3%	2	6.7%
Manipulation	25	83.3%	5	16.7%
Kidnap	20	66.7%	10	33.3%
Invasion	23	76.7%	7	23.3%
Sniper	23	76.7%	7	23.3%
Coach	11	36.7%	19	63.3%
Surrender	13	43.3%	17	56.7%
Private	6	20%	24	80%
Total	206	---	94	---
Average	20.6	68.7%	9.4	31.3%

Table (29) the results of the last ten words

Meanwhile the results of the second section were as following:

Question	0	%	1	%	2	%	3	%
1	6	20%	5	16.7%	9	30%	10	33.3%
2	6	20%	0	0%	24	80%	0	0%
3	21	70%	6	20%	3	10%	0	0%
Total	33	---	15	---	32	---	10	---
Average	11	36.7%	5	16.7%	10.6	35.3%	3.4	11.3%

Table (30) the results of the second section

Question	Wrong answers	Percentage	Right answers	Percentage
1	11	36.7%	19	63.3%
2	6	20%	24	80%
3	27	90%	3	10%
Total	48	---	42	---
Average	16	53.3%	14	46.7%

Table (31) the results of the second section

Participation rate in question 2 = 80%

The post-test's results of group A:

The answer	No. of the students	Their percentage
0	5	16.7%
1	10	33.3%
2	2	6.7%
3	13	43.3%

Table (32) Martian

The answer	No. of the students	Their percentage
Wrong Answer	15	50%
Right Answer	15	50%

Table (33) Martian

The answer	No. of the students	Their percentage
0	1	3.3%
1	5	16.7%
2	2	6.7%
3	22	73.3%

Table (34) treaty

The answer	No. of the students	Their percentage
Wrong Answer	6	20%
Right Answer	24	80%

Table (35) treaty

The answer	No. of the students	Their percentage
0	5	16.7%
1	12	40%
2	5	16.7%
3	8	26.7%

Table (36) botanist

The answer	No. of the students	Their percentage
Wrong Answer	17	56.7%
Right Answer	13	43.3%

Table (37) botanist

The answer	No. of the students	Their percentage
0	1	3.3%
1	6	20%
2	2	6.7%
3	21	70%

Table (38) fatal

The answer	No. of the students	Their percentage
Wrong Answer	7	23.3%
Right Answer	23	76.7%

Table (39) fatal

The answer	No. of the students	Their percentage
0	2	6.7%
1	2	6.7%
2	4	13.3%
3	22	73.3%

Table (40) crew

The answer	No. of the students	Their percentage
Wrong Answer	4	13.3%
Right Answer	26	86.7%

Table (41) crew

As for the rest of the words, the results were as the following:

The word	0	%	1	%	2	%	3	%
Gravity	5	16.7%	4	13.3%	0	0%	21	70%
Hub	5	16.7%	17	56.7%	6	20%	2	6.7%
Astronaut	2	6.7%	6	20%	0	0%	22	73.3%
Danger	0	0%	2	6.7%	1	3.3%	27	90%
Captain	1	3.3%	2	6.7%	5	16.7%	22	73.3%
Science	4	13.3%	1	3.3%	4	13.3%	21	70%
Decision	0	0%	2	6.7%	6	20%	22	73.3%
Spaceship	2	6.7%	1	3.3%	4	13.3%	23	76.7%
Great	0	0%	1	3.3%	3	10%	26	86.7%
Coward	6	20%	8	26.7%	0	0%	16	53.3%
Total	25	---	44	---	29	---	202	---
Average	2.5	8.3%	4.4	14.7%	2.9	9.7%	20.2	67.3%

Table (42) the results of the last ten words

Word	Wrong answers	Percentage	Right Answers	Percentage
Gravity	9	30%	21	70%
Hub	22	73.3%	8	26.7%
Astronaut	8	26.7%	22	73.3%
Danger	2	6.7%	28	93.3%
Captain	3	10%	27	90%
Science	5	16.7%	25	83.3%
Decision	2	6.7%	28	93.3%
Spaceship	3	10%	27	90%
Great	1	3.3%	29	96.7%
Coward	14	46.7%	16	53.3%
Total	69	---	231	---
Average	6.9	23%	23.1	77%

Table (43) the results of the last ten words

Meanwhile the results of the second section were as following:

Question	0	%	1	%	2	%	3	%
1	3	10%	3	10%	1	3.3%	23	76.7%
2	1	3.3%	0	0%	29	96.7%	0	0%
3	3	10%	6	20%	1	3.3%	20	66.7%
Total	7	---	9	---	31	---	43	---
Average	2.3	7.7%	3	10%	10.3	34.3%	14.3	47.7%

Table (44) the results of the second section

Question	Wrong answers	Percentage	Right answers	Percentage
1	6	20%	24	80%
2	1	3.3%	29	96.7%
3	9	30%	21	70%
Total	16	---	74	---
Average	5.3	17.7%	24.7	82.3%

Table (45) the results of the second section

Participation rate in question 2 = 96.7%

Results of section 3:

Result	No. of students	Percentage
0	3	10%
1	2	6.7%
2	4	13.3%
3	21	70%

Table (46) the results of the third section

The post-test's results of group B:

The answer	No. of the students	Their percentage
0	6	20%
1	14	46.7%
2	6	20%
3	4	13.3%

Table (47) Martian

The answer	No. of the students	Their percentage
Wrong Answer	20	66.7%
Right Answer	10	33.3%

Table (48), Martian

The answer	No. of the students	Their percentage
0	0	0%
1	10	33.3%
2	1	3.3%
3	19	63.3%

Table (49) treaty

The answer	No. of the students	Their percentage
Wrong Answer	10	33.3%
Right Answer	20	66.7%

Table (50) treaty

The answer	No. of the students	Their percentage
0	8	26.7%
1	13	43.3%
2	2	6.7%
3	7	23.3%

Table (51) botanist

The answer	No. of the students	Their percentage
Wrong Answer	21	70%
Right Answer	9	30%

Table (52) botanist

The answer	No. of the students	Their percentage
0	3	10%
1	11	36.7%
2	4	13.3%
3	12	40%

Table (53) fatal

The answer	No. of the students	Their percentage
Wrong Answer	14	46.7%
Right Answer	16	53.3%

Table (54) fatal

The answer	No. of the students	Their percentage
0	3	10%
1	6	20%
2	3	10%
3	18	60%

Table (55) crew

The answer	No. of the students	Their percentage
Wrong Answer	9	30%
Right Answer	21	70%

Table (56) crew

As for the rest of the words, the results were as the following:

The word	0	%	1	%	2	%	3	%
Gravity	7	23.3%	10	33.3%	1	3.3%	12	40%
Hub	12	40%	9	30%	8	26.7%	1	3.3%
Astronaut	5	16.7%	9	30%	0	0%	16	53.3%
Danger	2	6.7%	2	6.7%	3	10%	23	76.7%
Captain	1	3.3%	2	6.7%	1	3.3%	26	68.7%
Science	6	20%	7	23.3%	1	3.3%	16	53.3%
Decision	3	3.3%	4	13.3%	0	0%	23	76.7%
Spaceship	6	6.7%	3	3.3%	2	6.7%	19	63.3%
Great	3	3.3%	0	0%	2	6.7%	25	83.3%
Coward	6	20%	8	26.7%	2	6.7%	14	46.7%
Total	51	---	54	---	20	---	175	---
Average	5.1	17%	5.4	18%	2	6.7%	17.5	58.3%

Table (57) the results of the last ten words

Word	Wrong answers	Percentage	Right Answers	Percentage
Gravity	17	56.7%	13	43.3%
Hub	21	70%	9	30%
Astronaut	14	46.7%	16	53.3%
Danger	4	13.3%	26	86.7%
Captain	3	10%	27	90%
Science	13	43.3%	17	56.7%
Decision	7	23.3%	23	76.7%
Spaceship	9	30%	21	70%
Great	3	10%	27	90%
Coward	14	46.7%	16	53.3%
Total	105	---	195	---
Average	10.5	35%	19.5	65%

Table (58) the results of the last ten words

Meanwhile the results of the second section were as following:

Question	0	%	1	%	2	%	3	%
1	1	3.3%	2	6.7%	4	13.3%	23	76.7%
2	0	0%	0	0%	30	100%	0	0%
3	7	23.3%	4	13.3%	4	13.3%	15	50%
Total	8	---	6	---	38	---	38	---
Average	2.7	9%	2	6.7%	12.7	42.3%	12.7	42.3%

Table (59) the results of the second section

Question	Wrong answers	Percentage	Right answers	Percentage
1	3	10%	27	90%
2	0	0%	30	100%
3	11	36.7%	19	63.3%
Total	14	---	76	---
Average	4.7	15.7%	25.3	84.3%

Table (60) the results of the second section

Participation rate in question 2 = 100%

Results of section 3:

Result	No. of students	Percentage
0	8	26.7%
1	7	23.3%
2	4	13.3%
3	11	36.7%

Table (61) results of the third section

Results of the survey

Section one (Listening Comprehension):

The question	Strongly Disagree	%	Disagree	%	Agree	%	Strongly Agree	%
Were you able to understand the discussions that were held in the lectures?	0	0%	0	0%	30	50%	30	50%
Were you able to understand the language of the films?	0	0%	7	11.7%	43	71.7%	10	16.7%
Do you think that your listening skill has improved after this short course?	0	0%	11	18.3%	38	63.3%	11	18.3%
Do you think that listening to the films' dialogues would help you in improving your listening skill?	0	0%	0	0%	32	53.3%	28	46.7%
Are you going to practice your listening skill on your own by watching more films?	0	0%	2	3.3%	23	38.3%	35	58.3%

Table (62) the results of the first section of the survey

Section Two (Speaking Skill):

The question	Strongly Disagree	%	Disagree	%	Agree	%	Strongly Agree	%
Did you find yourself enthusiastic to participate in the discussions that were held in the lectures?	0	0%	8	13.3 %	28	46.7 %	24	40%
Do you think that your speaking skill has improved after this short course?	0	0%	16	26.7 %	34	56.7 %	10	16.7 %
Were you able to imitate the language of the films?	1	1.7 %	22	36.7 %	32	53.3 %	5	8.3%
Do you think that listening to the films' language helped you in improving your speaking skill?	0	0%	2	3.3%	39	65%	19	31.7 %
Are you going to work on your speaking skill on your own by watching more films?	0	0%	6	10%	29	48.3 %	25	41.7 %

Table (63) the results of the second section of the survey

Section Three (General Questions):

The questions	Strongly Disagree	%	Disagree	%	Agree	%	Strongly Agree	%
Have you enjoyed the process of the study?	0	0%	3	5%	44	73.3%	13	21.7%
Do you think that this short course have helped you in improving your English language in general?	1	1.7%	14	23.3%	36	60%	9	15%
Do you think that having such course for a longer term would facilitate the process of learning a new language?	0	0%	4	6.7%	35	58.3%	21	35%
Would you recommend others to learn new languages through watching films?	1	1.7%	7	11.7%	23	38.3%	29	48.3%
Would you participate in a course that teaches English through films, as the lecture you took?	1	1.7%	6	10%	30	50%	23	38.3%

Table (64) the results of the third section of the survey

As for speaking, as mentioned previously, there is no accurate marking system. It's only comparing the researcher's own notes, that she took them from the lectures with both groups about their participation and speaking in the class, with the lecturer's notes about the usual participation of the students in the lectures. After doing the comparison, she found that she can declare confidently that the participation rates were much higher in her lecture comparing with other lectures. Almost every student participated and expressed his\her opinion in at least one topic. Many of them were eager to defend their ideas. Even the students who had weak language and couldn't express themselves properly, they tried their best in order to defend their point of view. The students expressed that they were motivated to participate because they felt they were related to the discussions and that the topics seemed easy for them to interpret.

Finally, the researcher mentioned that she will collect a one-page essay from the students before they watch the film or read the script, and another one after a week from the meeting and discussing some issues related to the film and the film's events. Unfortunately, the researcher couldn't use this method since only very few of them gave her their essays. Only four students from both groups gave her the essays before the meeting, and two students gave her the essays after the meeting. As a result, the researcher couldn't depend on their results, since the results would be unreliable and invalid. Consequently, she decided to abandon this method and depend on the third section of the post-test to measure how films affected their writing. Despite the fact that the results will provide the researcher with a general indicator and not a precise and definite one.

Appendix D: Summary of Candidate Films

The following are the summaries of the seven films that were choosing depending on the rubrics mentioned in the introduction, before choosing three of them to make a lesson plan for each and finally choosing *The Martian*, 2015 to conduct my study. The seven films that I have selected are *The Godfather*, 1972, *The Shawshank Redemption*, 1994, *Saving Private Ryan*, 1998, *Gladiator*, 2000, *The Lord of the Rings: The Return of the King*, 2003, *Inception*, 2010, and *The Martian*, 2015.

1. The God Father.

The Godfather tells a part of the story of Corleone's family and its business as one of the mafia families in USA, especially in New York. From the beginning, we can understand the type of 'business' that the family runs, and the role of each of the three sons of Don Corleone in the business; Santino, Fredo, and Michael. The film reveals the dramatic changes that take place in the life of the family, its members, and its business, after the attempt to assassinate Don Corleone, the family's boss.

2. The Shawshank Redemption.

The film talks about Andy, a successful banker who was innocent from the crime he was convicted with, murdering his wife and her lover. The film reflects Andy's life in the prison compared with its corrupted authority and other prisoners. He was able to survive the suffering life in Shawshank prison until he finally escaped from it after executing a plan that took from him over than 20 years, with a lot of patience and hard work. The film reveals the great differences between him and the other prisoners, by insisting on achieving different successful projects and aims while he was in the prison.

3. Saving Private Ryan.

In the film, we see captain Miller with his nine soldiers on a mission to bring private Ryan back to his home in the USA during WWII. During the journey to find him, two of the soldiers were killed. The others start questioning the rightness of this mission and whether a one soul deserves the sacrifice of ten. Finally, when they find private Ryan after a dangerous journey, Ryan refuses to leave his position and abandon his brothers of duty. Especially that they are protecting a critical site and there aren't enough men on the site. The captain decides to stay with his soldiers to protect the site and Ryan until the help comes. A decision cost him and other five soldiers their lives. At the end, Ryan goes home with the burden of earning the sacrifice of eight men who saved his life.

4. Gladiator.

It is the story of general Maximus, who was going to be executed because the Emperor who was killed by his son, ordered Maximus to be his heir. He was able to escape and go home to find that his lands and house were burned and that his wife and child were brutally murdered. After losing his will to live, he was captured and sold as a slave. The man who bought him used him as a gladiator to be killed in the arena. With his magnificent fighting skills, Maximus was able not only to survive but to be a famous gladiator too. He and his companions were chosen to fight in Rome in the games that was made for honoring the deceased Emperor. Participating in a conspiracy against the emperor, Maximus ends up fighting the emperor himself in the arena.

5. The Lord of the Rings: The Return of the King.

This fantasy movie is the last part of the sequential 'The Lord of the Rings'. In the movie, the journey of Frodo and Sam continues in an attempt to destroy the lord of the rings in the fires of the evil mountain, along with the company of the greedy creature Smigaul. Meanwhile, king Theodine gathers as much fighters as he can to help Minas Tereth in their fighting against the armies of Sauron, the devil eye. Where Aragon leaves king Thiodine and goes with his two friends Legolas, the elf, and Gimli, the dwarf to the cursed mountain to redeem the loyalty of the cursed army who lives there after betraying the king before the great battle.

6. Inception.

This film is a mind challenging one. It talks about the ability to access others dreams and stealing others thoughts. Even sharing the same dream with others and controlling it. This technique is used for military and economic purposes. Cobb, is a thoughts' thief. He is wanted in USA for killing his wife. Yet we discover that he didn't kill her. He unintentionally put the idea of killing herself to rescue her from an infinite dream. Now Cobb in order to be able to return to USA and to his kids, accepts a mission of instilling the idea of dividing an economic empire in the mind of its only heir.

7. The Martian.

The film presents the adventure of Watney, an astronaut who had been left accidentally by his team on Mars after they thought he was dead. However, he was alive and was able to go to the shelter of his crew. Despite that all the

calculations he did said that he will eventually die because of the lack of either water, oxygen, or food, he insisted on surviving and leaving this hostel planet.