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Investigating EFL Learners' Attitudes towards Using Authentic English Films to Develop Oral Communication

تقصى توجهات متعلمي اللغة الانجليزية لغة أجنبية حول استخدام الأفلام الانجليزية الاصيلة لتطوير التواصل الشفهي

(A Case Study of Third year students of English at SUST-College of Languages)

A Thesis Submitted in Partial Fulfillment of the Requirements for degree of MA in English Language (Applied linguistics)

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Dedication

To my parents

Colleagues

And friends

Acknowledgements

All praise is due to allah sincere graduate is reserved to my supervisor Dr. **Abbass Mukhtar Mohammed** for his tears guidance throgh out the conduction of this study I would also like to extend thanks to some officer at Omdurman Islamic university giving me helping hand to conduct this study .

Abstract

This study aimed at investigating EFL learners' attitudes towards using reliable English films to develop oral communication. The researcher adopted the descriptive analytical method. One instrument has been used as primary tool for collecting data relevant to the study, a questionnaire to students of English at Sudan University of science and technology . The study sample of the questionnaire comprises (30) students . The researcher applied SPSS program to analyze and verify the hypotheses. The results have shown that the use of reliable English films constitutes a shift towards learners' oral communication. Moreover, the use of English films helps learners expose to authentic language in its cultural context .Using reliable English films provides learners with samples of real life communication. The study has recommended that applying authentic English films in ELT should help learners practice different kinds of oral communicative activities. addition using authentic English films in EFL classroom it is increase learners' oral participation , the thesis is ended with some recommendation and the some suggestions for further studies .

Abstract

(Arabic Version)

هدفت هذه الدراسة إلى تقصي توجهات متعلمي اللغة الإنجليزية باعتبارها لغة أجنبية حول استخدام الأفلام الانجليزية المعتمد عليها لتطوير التواصل الشفهي. و اتبع الباحث المنهج الوصفي التحليلي ، وتم استخدام واحد من الأدوات لجمع البيانات المتعلقة بالدراسة ، المتمثلة في استبيان صمم خصيصاً لطلاب اللغة الانجليزية في جامعة السودان للعلوم والتكنولوجيا . قد تم اختيار عينه بحجم (30) بالنسبة للاستبيان. وطبق الباحث برامج الحزم الإحصائية للعلوم الاجتماعية(SPSS) لتحليل وتأكيد الفرضيات. واتضح جليا من خلال النتائج إن استخدام الأفلام الانجليزية المعتمد عليها يشكل نقطة تحول للتواصل الشفهي لدى الطلاب. بالإضافة إلي ذلك استخدام الأفلام الانجليزية الأصيلة يساعد الطلاب للتعرض إلى اللغة المعتمد عليها بسياقها الثقافي. استخدام الأفلام الانجليزية المعتمد عليها تذود الطلاب بنماذج التواصل للحياة الواقعية. وخلصت الدراسة لعدد من التوصيات أهمها: يجب تطبيق الأفلام الانجليزية المعتمد عليها في فصل لغة إنجليزية باعتباره لغة أجنبية ليساعد الطلاب تدريب أنواع مختلفة من أنشطة التواصل الشفهي. بالاضافة يجب استخدام الأفلام الانجليزية الأصيلة في فصل لغة إنجليزية باعتباره لغة اجنبية ليزيد المشاركة الشفهية لدى الطلاب. وفي النهاية قدمنا بعض التوصيات والمقترحات للدارسات المستقبلية.

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INTRODUCTION

1.0 Overview

This introductory chapter is an overview of the research. It first specifies the researcher's motivation in conducting the research. It includes the background of the study, the statement of the study problem, objectives of study, the questions of the study, the hypotheses of the study, significance of the study, research methodology, and limits of the study and organization of the study.

1.1 Background of the Study

Student-Centered Learning takes its stem from a constructivism theory, in which students learn more by participating and experiencing rather than by noticing in other words all activities rely heavily on the students rather than teachers. In this theory, students are the initiators and architects of their own learning and knowledge making rather than passive "vessels" who receive knowledge from expert teachers Brown (2008).

 This theory was first developed at the start of 20th century and was influenced by the writings of Dewey and psychologist Lev Vygotsky. Its focus was on social constructivism, which means how meaning connection and comprehensions are all influenced by social events. Students have better performance when they

are asked to think about the matters instead of doing the thinking for them. In the other words, focus is on the learner's thoughts rather than on their (teachers) own. In an ideal student-centered class, there is no impression from teacher on learners or any effort to persuade learners to what teachers sees. According to Nunan (2009), the choices of what and how to teach should be made with reference to learners and purpose of language teaching in order to get learners actively involved in the learning process: learning by doing (Pham,2005) . Most of these studies, however, used only a modest number of classroom activities defined in very broad terms like "conversation", "error correction" or "discussion" which may provoke different understanding among respondents and not reflect precisely the classroom activities in reality,(Peacock, 2007 :246) .

Over the past century, society has demand schools to prepare students for an increasingly complex set of social economic realities (Christensen, 2008). In response to these changing, educational setting affects educators and researchers have developed new approaches to the systematic provisioning of learning. Inquiry and theory sought to develop an approach that provides an active, individualized and engaging learning experience: an experience which the teacher facilitates but does not dominate. One more of popular description of this approach is student-centered learning. The theory and practice of student-centered learning has been built over the past century. SCL was

created as a concept within the field of educational pedagogy and has been a topic of discussion within many higher education institutions and within national policy-making for over the past few decades.

Guided by the learner-centered teaching philosophy, researchers around the world have developed various frameworks to facilitate the philosophy. As in Jones (2007) constructed a framework of twenty-six indicators in eight categories variables of engaged learning that included vision of learning tasks, assessment, instructional model, learning context, grouping, teacher roles and student roles.

1.2 Statement of the Study problem

Oral communication in English language has become a crucial priority for EFL learners in all over the world. It is a prerequisite for education ,profession and social interaction. It has been observed that majority of the University students face serious problems in communicating English effectively. As far as the researcher is concerned, this deficiency is due to lack of exposure to authentic input.It has become a critical issue of all Sudanese tertiary levels. Furthermore, Sudanese Universities lack facilities of teaching and learning oral communication such as teaching equipment's, insufficient training and audiovisual materials. This study focuses on the main causes that hinder students' oral communication. The researcher has tackled this issue so as to address this problem.

1.3 Questions of the Study

This study sets out to answer the following questions:

1. What are EFL learners' attitudes towards utilizingauthentic English films to enhance oral communication?

2. To what extent can the use of authentic English films familiarize learners with the culture of native speakers to promote oral communication?

3. How canteachers and learners interact through utilizing authentic English films to improve oralcommunication?

1.4 Hypotheses of the Study

The study sets out to test the following hypotheses:

1. EFL learners have positive attitudes towards utilizing authentic English films to enhance oral communication.

2. Using authentic English films can significantly familiarize learners with the culture of native speakers to promote oral communication.

3- EFL teachers and learners can potentially interact through utilizing English authentic films to improve oralcommunication.

1.5Objectives of the Study

This study sets out to achieve the following objectives:

1-To find out EFL learners' attitudes towards utilizing authentic English films to enhance oral communication.

2- To highlight whether the use of authentic English films familiarize students with the culture of native speakers to promote oral communication.

3- To draw out EFL teachers and students' interaction through utilizing English authentic films to improve oralcommunication.

1.6 : Significance of the Study

This study will be of great significance to the teachers in terms of teaching oral communication as well as students who will be exposed to different authentic English films which can be used to develop listening and speaking skills simultaneously. So, it is hoped that the results arrive at the future will help the curriculum developers to take the right decisions with regards to promote students' oral communication, which is badly needed in their studies so people need to act globally so as to keep space with the rest of the world. Therefore, the significance of this study stems from its emphasis on addressing these problems.

1.7 Methodology the Study

The researcher has adopted the descriptive analytical method. Questionnaire has used as primary tool for data collection. A questionnaire will be distributed to third yearstudents of English languagesat SUST –College of Languages.

1.8 Limits of the Study

This study is limited to investigate learners' attitudes towards utilizing English authentic films to enhanceoral communication. It hoped that tentatively covered the academic year (2017-2020). It was conducted at Sudan University of Science and Technology, College of Education, and study sample was exclusively drawn from students of English at some Sudanese Universities.

Summary of the Chapter

This introductory chapter was concerned with presentation of statement of the problem, objectives of the study, questions of the study, hypotheses of the study, significance of the study, scope of the study, methodology of the study and outline of the research.

CHAPTER TWO

LITERATURE REVIEW AND PREVIOUS STUDIES

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2.0 Introduction

This chapter discusses the related literature review on exploring EFL learners' attitudes towards using authentic English films on developing oral communication. It will be divided into two parts; the first part is called theoretical background and the second part is called previous studies.

Part one: Theoretical Background

2.1 Films in EFL Teaching

Planning the teaching of foreign languages can be rather challenging at times. Teaching should be varying, versatile and motivating. The learners' level of proficiency may be very heterogeneous and it is important to notice that when planning the lessons. Using movies can be an entertaining and motivating tool also for learners with different skill level. Movies provide the learners with real-life language input, which may be difficult to receive otherwise in a non-English-speaking environment. In addition, according to many previous studies there are several reasons to use movies in foreign language teaching. Some of these reasons are authenticity, the quality and amount of input provided by movies and the several positive effects that movies have on language learning, for instance the exposure to foreign language and the entertaining aspect of films which also affects

students' motivation. Also the different learning styles and the use of brain are discussed, since movies as a teaching resource affect also these factors.

2.2 The Positive Effect of Films on Language Learning

Utilizing films in EFL teaching may seem to be irrelevant, and some teachers may think that using films is too time-consuming. Moreover, films are quite often used as a light stimulation in the beginning of a lesson or in the end of it. In addition, teachers do not necessarily consider the film as a proper teaching resource, since it may be seen only as entertaining and not as educational. However, Stoller (1988: 1) states that some teachers have at first commented on technical difficulties associated with using films and film equipment, but on the other hand have agreed that films enhance the study of culture as well as English language skill development. Using films has brought authenticity, variety, reality and flexibility into EFL classrooms.

According to Champoux (1999) mentions that videotapes are nowadays easily accessible and easy to get also for classroom use. In addition, the production quality of the films is high, they are an economical option and they offer both cognitive and affective experiences. Thus, the use of videotapes as teaching material has increased rapidly since the 1970s.

Stoller (1988: 1) claims that films extend the range of classroom teaching techniques and resources and not only enhance, but also diversify the curriculum. Champoux (1999) demonstrates

that film scenes can make it easier to teach abstract themes and concepts because of their visuality. Also inexperienced students can benefit from films because of their greater feeling of reality. Allan (1985: 48-65) also reveals the realistic examples that the films enable. Combining both audio and visuality makes film a comprehensive tool for language teaching. The visuality also supports the students: it helps learners by supporting the verbal message and provides a focus of attention while they listen. Moreover, the techniques used in film making let the director to create an experience that often goes beyond what we can experience in real life. In addition, viewers are not just passive observers but their responses also add to the power of the film. According to Stoller (1988) emphasizes that films are a flexible tool for second language learning and instruction since they add an extra dimension to course design and assure a rich variety of language and cultural experiences. Additionally, films expose the students to authentic target language, speech forms that are not normally encountered in the more restricted classroom environment. The more realistic language often also motivates the students to participate actively in film-related activities. Katchen (2003: 221-236) also emphasizes the authenticity of the language in films. Since the films are often made to sound natural to native speakers of the language, they thus represent authentic language. Films can even to some extent substitute for the input that EFL students cannot receive from outside the

classroom. In addition, real spoken language includes several characteristics that a textbook cannot present. These characteristics are for instance false starts, incomplete sentences and hesitations. There are also several regional, gender and ethnic variations and also differences in the level of formality. With the help of films teachers can present these characteristics to students better than with only a textbook. By watching films the students can also explore the issues of appropriateness and pragmatics while observing also linguistic, paralinguistic and nonverbal behavior.

According to Allan (1985: 48-65) films actually get students to talk and they can be a stimulus to genuine communication in the classroom by bringing out different opinions within the group. Sufen (2006) demonstrates that films are considered an insightful means of teaching, since they reflect people's way of life in terms of variety, contemporaneity and authenticity. The realistic verbal communication also helps the students to pick up the language more spontaneously.

Stoller (1988) claims that the use of films in a content-based curriculum gives the students an opportunity to explore several aspects of a given thematic unit. While watching a film, they can develop their possibly weak background knowledge. At the same time they also exposure to the language. Together such content exploration and language exposure promote more sophisticated language use. Both content and language are

mutually reinforcing and the content provided is not just something with which to practice language, but language becomes the tool with which to explore the content.

2.3Authenticity

Authenticity and authentic materials have been a topic for discussion during the past decades, since using textbooks and ready-made exercises may give a distorted picture of what language is and how it should be learned. Students may get the idea that foreign language only exists inside the classroom and that they do not have to use it anywhere else.

Authentic materials usually help them to notice, that knowing foreign language is very useful and that the language can be used every day in different contexts. Gebhard (1996: 89-109) confirms that for some teachers it may be difficult to let go of the textbook, since a teacher may be under a great pressure, in which case it is easier to use ready-made exercises and texts. For some teachers it is also mandatory to use at least some parts of the textbook, and it can be difficult to try to combine authentic materials with the textbook. However, using authentic materials has many advantages and it can bring variety and flexibility to the EFL classroom. It can motivate both the students and the teacher and make learning a foreign language enjoyable and fun. However, the terms authenticity and authentic materials can be rather confusing since they have several different definitions. Thus, these definitions need to be discussed.

There are several different definitions of authenticity. For example, authenticity can mean that the material is made for native speakers and not for teaching purposes. Also Allan (1985) states that authentic material are made for an audience of native speakers.Sufen (2006), for one, gives two definitions for an authentic teaching material. The first is that the material has never been produced for language learning and language teaching purposes. The second is that the material has been produced in a real communication situation. Gilmore (2007: 97-118) demonstrates that authenticity can refer to several different points. Authenticity relates for instance to: "the language produced by native speakers for native speakers in a particular language community" or "the language produced by a real speaker/writer for a real audience, conveying a real message". Mishan (2004: 30) claims that ""authenticity may be something that is realized in the act of interpretation, and may be judged in terms of the degree of participation of the learner".

According to Mishan (2004: 15) the terms "authentic" and "authenticity", their definitions and their application to language learning have been rather controversial. The springboard for this debate has been the concept of Communicative Language Teaching (CLT) which became popular in the 1970s. CLT no longer used strictly structural approaches to language learning but among other things, preferred the use of authentic texts, which had been created for a genuine communicative purpose.

Littlewood (1981: x-xi) indicates that the communicative approach makes us consider language not only in terms of its structures, such as grammar and vocabulary, but also as in terms of its communicative functions. In other words, the focus is not only on the language forms, but also on what people do with these forms when they communicate with each other. Moreover, the communicative approach combines the newer functional view of language with the more traditional structural view. The communicative approach enables a fuller account of what students have to learn in order to use language as means of communication. It also offers a different basis for selecting and organizing the language items that should be taught. Also Das (1985) emphasizes that the main view of CLT is that the purpose of using language is to convey meanings. According to the theory of CLT language should be learned through communication. This means that language teaching methods should be learned in natural conditions – outside the classroom. Moreover, another important point by Littlewood (1981) is that the communicative approach opens up a wider perspective on language learning by raising awareness of the importance of developing strategies for relating the structures of language to the communicative functions in real situations and real time. Therefore, the learners must be provided with variety of opportunities to use the language for communicative purposes. The focus in language learning should be on taking part in the

process of communicating rather than mastering the individual structures.

In addition, according to Das (1985) states that language teaching methods are considered more successful if they are more natural, meaning that the language learning process inside the classroom does not differ too much from the processes by which people learn languages outside the classroom. Additionally, people learning languages in naturalistic environment are more likely to be less concerned with grammar than was commonly believed. According to the view that language should be learned through communication, the emphasis is on classroom activities which help learners to acquire the rules unconsciously rather than to learn them consciously. Such activities must require the learner to focus on meaning, rather than on form. Therefore, movies can be a useful way to help the students to acquire language rather than learn it consciously.

Movies are a good example of authentic material that can be used in language teaching in order to make the learning process more entertaining, more enjoyable and possibly even somewhat easier. Mishan

(2004: 216) proves that films are designed to appeal directly and fully to people's emotions. Also the aspect of entertainment is strongly present as far as films are concerned. Since the use of films in language learning has to do with affective factors, it is

very important for the teacher to be able to balance between getting the students to become involved in the films while also exploiting the language learning potential of the films. Thus, using films as authentic material requires an emphasis on the teaching approach, which should be content- and task- based. In addition, also the teachers own attitude towards the films is an important factor in order to be able to treat the films as cultural items instead of mere sources of language input. Moreover, Mishan (ibid.) demonstrates that the benefits of a content-based approach, which utilizes the film as the input not to teach language but to release it. In other words, the content-based approach maintains the authentic purpose of the film, its calculated appeal to affect. Furthermore, Gebhard (1996: 89-109) claims that "authentic materials can reinforce for students the direct relation between the language classroom and the outside world". Thus, for instance films provide the students with examples of real language as it used outside the classroom. In addition, authentic materials offer a way to contextualize language learning. If for instance a repair manual, a menu, a TV weather report or a documentary is used during the lesson, students tend to focus more on content and meaning than on the language, since that is what they would do also outside the classroom. Authentic materials offer the students a valuable source of input, as students can be exposed to more than just the language presented by different textbooks or teacher. Even

though there are several positive aspects in using films as authentic teaching materials, Mishan (2004: 216) mentions that it can be rather challenging at times. In order to keep the language classes enjoyable and relaxed instead of making the students passive while watching films, it is important to plan the tasks carefully beforehand and also to check the learners' knowledge of the vocabulary and topic. When the students are familiar with the topic and the vocabulary of the film, it is easier for them to focus on the film as a learning experience as well as an entertaining experience. Furthermore, Gebhard (1996: 89-109) confirms some disadvantages of using authentic materials. The first point is that it takes time and effort to locate authentic materials. However, nowadays especially movies are easily accessible for instance at the library and even the prices of DVD films are rather affordable. The second point is that sometimes it may be difficult to make authentic materials comprehensible to the students. The third point is that some learners may not accept authentic materials as valuable learning source but think that they are just entertaining time-fillers during the lessons. Thus, using authentic materials can be challenging at times.

2.4 The Nature of the Input Hypothesis

The input hypothesis was developed by Stephen D. Krashen and it is a part of a broader theory of second-language acquisition. The theory consists of five hypotheses, which are the acquisition-learning hypothesis, the natural order hypothesis, the

monitor hypothesis, the input hypothesis and the affective filter hypothesis. Although the input hypothesis was originally developed to adapt to second language acquisition and learning, it is a useful model also in foreign language learning.

According to Krashen (1985: 2) demonstrates that humans acquire language by understanding messages or receiving comprehensible input. This hypothesis attempts to answer a both theoretically and practically important question: how do we acquire language (Krashen 1988: 32-37).

Even though the learner had not acquired the needed grammar yet, heor she can understand the language with the help of context, which consists of extra-linguistic information, the learner's knowledge of the world and previously acquired linguistic competence. Moreover, Carroll (2001:3-4) emphasizes the difference between learning and acquiring the language and points out that according to Krashen's theories input applies mostly to acquiring a foreign language, not learning it. The main difference between acquiring and learning is that learning is a more conscious process than acquiring. However, both unconscious acquiring and the more conscious learning are processes needed in studying a foreign language. Thus, input can be considered very useful and necessary part of language learning.

Krashen (1985: 2) proves that the importance of comprehensible input and states that"input is the essential environmental

ingredient". By comprehensible input he means that we obtain it when we understand what we hear or read in another language (Krashen 1988: 1). Another important point about comprehensible input is that if the learner is lacking access to it, there may be severe delays on his or her language learning (Krashen 1985: 14). Since input is an essential part of language learning, movies are a good option to provide the students with this comprehensible input.

Moreover, Krashen (1985: 4) also demonstrates that according to the affective filter hypothesis the learner is more open to acquire language when he or she is so involved in the message that he or she temporarily forgets that he or she is hearing or reading foreign language. Thus, movies are an efficient way of providing the needed input but in an entertaining and captivating way.

However, Krashen (1988: 154) emphasizes that even though television and films are good sources of input, the input in question should be at right level, not too demanding for the students but not too easy either. If the students are at intermediate level, the interval of the input should be somewhat short, since it is useless to show beginners for instance a 30-minute video clip and tell them to retell the whole story, since the task is too demanding for them. Of course the task should be adapted keeping in mind the proficiency level of the learners.

Most importantly, the main focus should be on understanding the main points of the input, not identifying every single word.

2.5 Different Learning Styles and the Use of Brain in Language Learning

There are many researches about students' different learning styles.

Learning styles are cognitive, affective and physiological traits which indicate how learners perceive, interact with and respond to the learning environment (Reid 1987: 87). In addition, according to Reid (1987: 89) perceptual learning styles are "a term that describes the variations among learners in using one or more senses to understand, organize, and retain experience". Moreover, there are four basic perpetual learning channels.

The first is visual, such as reading. The second is auditory, such as listening to tapes or lectures. The third is kinaesthetic, which means total physical involvement with a learning situation. The fourth one is tactile learning, which means "hands-on" learning, such as building models (Reid 1987: 89). It is a fact that not everybody learns by using only one of these learning channels, but usually a person's learning style is a combination of two or more learning styles. Thus, the use of multiple media to present the same concepts has several positive cumulative effects. Moreover, the use of both hemispheres of the brain is essential. The left hemisphere specializes in digital, deductive tasks that characterize oral and written media. The right hemisphere, on

the other hand, specializes in iconic, intuitive tasks that characterize visual media, especially the visual and sound characteristics of a film (Champoux 1999: 2).

2. 6 Utilization of Films in EFL Teaching

There are uses of movies in different areas of foreign language teaching. The areas discussed are teaching oral communication, teaching writing, and teaching vocabulary, teaching grammar and teaching cultural aspects. This chapter also draws our attention to facts that need to be considered when using films in teaching, namely choosing the correct type of movies and other challenges that the teacher may face when using movies in teaching.

2.7Films in Different Areas of Foreign Language Teaching

Films are a versatile tool for foreign language teaching and they can be used in several different ways when teaching the different aspects of foreign language. This part discusses using films in five different areas of language teaching. These areas are teaching oral communication, teaching writing, teaching vocabulary, teaching grammar and teaching culture. Since the areas differ rather radically from each other, also different teaching methods must be used. Thus, this section discusses each area separately and summarizes how films can be taken advantage of when teaching for instance vocabulary or grammar.

2.8 Teaching Oral Communicative Competence

Teaching refers to an act of outcomes and interpreting information do by teacher to the learners to which demand the necessary of using skills , techniques and strategies to enable students to understand and to increase their knowledge for example in English or others fields   forward . Oral communicative competence refers to the ability to use and to understand the language effectively. This involves understanding different aspects of language such as grammar, syntax, phonology and vocabulary, understanding of social context in which language is used, ability to connect series of utterance to form meaningful whole out of series of utterances , ability to interact to avoid communication problems and ability to understand the smoothly . Therefore, Sudanese curriculum designers to enables their students to become competence in English orally should add the notion of communicative competence , components of communicative competence and its importance to be teach to the all levels and stages . That is to say grammar , phonetic and phonology , vocabulary , , syntax , should be includes in every English courses and textbook . Sociolinguistics, discourse analysis , verbal and non-verbal communication strategies should be teach to all levels as a mean basic school students, secondary schools students and university students . In addition the audio/ audio visual tools which activate student listening comprehension and provides

them with the knowledge in oral communicative competence must be use to teach all levels and stages as a mean (basic schools students , secondary schools students and university students) to help them to enhance their oral communicative competence as well as oral communication (Benmouhoub 2015 :19) .

2.9 Learning Oral Communication

Learning is the process understanding and receivinginformation do by learners forward. In other hand learning is an act of practicing , understanding , receiving information do by leaner forward .Krashen (1982.15) states that learning refers to the conscious possessing knowledge of a language which language is attended through a complete teaching process i.e. teacher , textbook, classroom and educational aids are required .In this respect , we can says that learning process demand attending , understanding and receiving information of a language forward .Learning oral communicative competence refers to an act of practicing and understanding aspects of linguistics such as grammar , vocabulary ,phonetic and phonology , syntax , social context in which language is used, and skills to use the language fluently , accurately and appropriately from the teacher .These knowledge enable students to communicate effectively .Therefore , the concept of communicative competence , components of communicative competence and its importance should be a basic part of English syllabuses in

Sudanese basic schools , secondary schools , and universities and there should be valuables and sufficient source about the concept of communicative competence , components of communicative competence and its importance in suddenness basic schools , secondary schools and universities . Ministry of higher education , and ministry of education should provides labs in basic schools , secondary schools , and in universities to help EFL students to increase their knowledge in oral communicative competence   by using educational YouTube Videos , also English society should be compulsory in Sudanese educational policy which help students enhance their oral language performance . In addition there should be academic journey for undergraduate students in English countries particularly in British to enables them to increase their knowledge in oral communicative   competence and to motivate them to achieve learning oral communicative competence .

2.10 The Role of EFL Teachers in Teaching Oral Communication

Oral communication refers to ability to communicate effectively. That is to say to be able to understand the language smoothly and to use it fluently, accurately and appropriately. This involves possess knowledge of language such as grammar, lexis, , syntax, semantics and morphology, vocabulary , phonetic and phonology, ability to connect series of utterances or sentences to form meaningful whole out of series of utterances ,

understanding social cultural rules of a language, as well as skills to use such knowledge appropriately .In this definition skills refers to the ability to interact , to use the language appropriately (Hymes1974, 60)

So to enable students to be able to communicate effectively , the role of the teacher is to explain concept of communicative competence , components of communicative competence and its importance to the students which can encourage them to practice their language seriously . Explicit grammar teaching influence on students oral fluency , it make the students make pause to think more about grammatical rules during speaking , so the role of the teacher is teach the grammar in communicative way to enable students to avoid these problems . Concerning to the vocabulary the role of the teacher is to teach English vocabulary in explicit and contrastive way to enables students to understand the difference and similarities of words between the languages ,how words are opposite , same ,have one meaning , have more than one meaning ,have unrelated meaning , specific for instance of a more general word and to distinct between grammatical collocation and lexical collocation . Concerning to the phonetic and phonology and morphology the role of the teacher is to use both explicit and contrastive techniques to enable the students to understand transcription of the sounds ,placement of sounds articulation , placement of stress , and to distinct between consonants , vowels , diphthongs

, tripthongs and to understand the intonation and its functions effectively and prefixes ,stem and suffixes o properly. Furthermore, the role of the teacher is to tests his/her students oral communicative competence by using group discussion and reading activities inside the classroom and to make them to participate one by one , also teacher must use audio / audio visual tools which activate students listening comprehension , provides them with knowledge in oral communicative competence and motivate them improve their oral communicative competence .For example educational YouTube Videos (Mohammed 2014, 140)

2.11 The Role of EFL Learner in Learning Oral Communication

Oral communicative competence refers to ability to understand the language smoothly, and to use it effectively. This involves mastery different aspects of language such as grammar, syntax, phonology and phonetic and vocabulary, understanding of social context in which language is used, ability to connect series of utterance to form meaningful whole out of series of utterances, ability to speak the language fluently, to interact and to solves the problems of communication .These knowledge make the to be competence in English language. So the role of EFL learners to practice English grammar in communicative way to improve their oral language fluency .Learner must practice others aspects of language such as syntax, phonology and phonetic properly.

Furthermore, the role of the learners to read stories in English, newspapers written in English and English literature more to increase their English vocabulary. In addition the role Learners to participate inside the classroom and to avoid using mother tongue inside the classroom and to try to do their best to speak in English inside the classroom to improve their oral language performance. Also the role of Learner is to have group discussion or to chat with anyone who is fluent in English or with native English speakers if they find them anywhere to enhance their oral language ability. In addition the role of learner is to listen to the audio lessons and news in English via educational YouTube Videos, T.V , or Radio to activate their listening comprehension and to improve their language speaking as well as oral communication (Benmouhoub (2015 :19) .

According to Littlewood (1984: 22) the attitudes towards second language learners' speech have evolved during the decades. Until the late 1960s most people considered second language learners' speech as a faulty version of the native language. Errors were seen as signs of learning failures and they were not tolerated. Moreover, the concept of interference reinforced this view: existing habits prevented correct speech from becoming established. However, luckily a new approach became more accepted. According to it also second language learners could be viewed as actively constructing rules from the data they encounter and finally adapting these rules in the direction of the

target language system. Thus, the learners' errors need not be seen as signs of failure. In addition, there are some ways in which the teacher can support the learners in order for them to be able to develop their communicative competence. Firstly, the teacher should encourage the learners from the earliest stages to have confidence in their own system and exploit it for communicative activities. Secondly, the teacher should encourage the learners to compensate for the gaps in their second language knowledge by using communication strategies. Thirdly, communicative effectiveness should be given priority over formal accuracy when evaluating the learners and their development. However, this does not mean that formal accuracy should be abandoned completely.

Furthermore, Katchen (2003: 221-236) points out that usually the students who can talk well in their L1are also good speakers in their L2, since conversation skills are not automatic but can be trained. Nation and Newton (2009: 120-121) in turn emphasize the importance of conversational strategies. They can help keep the conversation going, even though the learner might be unfamiliar with the topic. A useful technique in conversation is called Q◊SA+EI meaning that a question is always followed by a short answer and some extra information about the answer. Another important factor in a fluent conversation is a supportive partner. Learners can also be trained to support each other. This support can consist of supplying unknown words, completing

sentences and asking helpful questions. Also repeated tasks can help providing support to speaking. Initially speaking can be difficult, but with repetition it usually becomes easier. Techniques such as retelling or pass and talk are useful ways to encourage also the weaker students to talk. Talking can also be prepared for. This decreases the nervousness of the learners and even the weaker learners get a chance to prepare their speech and focus on the aspects that are more challenging to them. Finally, as spoken language uses more multi-word units than written language, it is worthwhile to memorize some of the more useful sentence stems, such as "I see", "that's right" and "are you sure". Furthermore, training one's oral skills sometimes consists also of more formal speaking. A characteristic of formal speaking is transactionality, which means that usually the purpose of communication is to provide information rather than just to maintain social contact. Another characteristic is taking long turns. This refers to the fact that formal speaking is usually not a dialogue, but a presentation which demands speaking for several minutes in a comprehensible and organized way. Moreover, formal speech is often also affected by written language.

Usually it involves speaking from notes and academic vocabulary. In addition, formal speaking is done in a careful style in clear and deliberate way with an opportunity for the speaker to monitor the production of speech. Finally, an

important point about formal speaking is that it usually requires to be taught, since it is not a skill that comes naturally, but needs also a great amount of practising (Nation and Newton 2009: 120-122). Furthermore, Nation and Newton (2009: 120-122) emphasize that an important point in formal speaking is that the learner should experience the task from the listener's point of view. This enables him or her to notice some factors that he or she should avoid in his or her own speech or oral presentation. It also helps to develop a sense of having an audience. The learner should also be able to work through several different spoken tasks that gradually increase in complexity. There are various aspects that have an effect on the complexity of the task. These include for instance the amount of preparation needed and the number of items, characters or points to deal with in the information that needs to be presented. In conclusion, all these factors make it easier for the learner to get involved in the discussion in class and make it less intimidating to use a foreign language. These aspects are a useful way to encourage the learners to talk and build up their confidence. However, even though the attitudes have changed, teaching oral skills can be challenging at times. Nevertheless, teaching oral skills is very important in order to give the learners the input they need and the tools to develop their communicative competence. However, motivating the learners to use the foreign language can also be a challenge, since learners may hesitate and lack confidence to

speak the foreign language. It is important that the teacher provides the learners with opportunities to communicate and motivating communication exercises. Thus, different communicative activities are useful, since they help the learners to integrate their separate sub-skills into an effective system for communicating meanings. They also activate the learner's capacity for acquiring language through natural processes. The learner's attention is focused on meanings to be communicated rather than on language items to be learnt. (Littlewood 1985: 92-96).

Katchen (2003: 221-236) emphasizes that textbooks usually do not teach for instance small talk and conversational interaction. Thus, films can be an effective way to motivate the learners to develop their oral skills, since movies usually present the most current and real language with for instance different types of fashionable words or expressions. In addition, it is very common that films invoke feelings, opinions and create discussion. This usually helps the teacher to provide the students with reasonable discussion topics. Some tasks focused on oral skills and based on a film could be for instance group discussions about the topic with the learners' own opinions, a debate, re-acting a scene of a film or acting an alternative ending to the film. Mishan (2005: 216-225) also states the 'image-sound skim' which means that the learners are encouraged to mention some images or sounds from the movie that particularly struck them and what feelings

they evoked. This is a useful way to find out the learners' immediate reactions, since usually the film is still 'working' on their minds and the responses are rather immediate. Another version of this activity is to ask somewhat more detailed questions, such as"what surprised you?" or "what pleased you?". The assignments mentioned here are only some examples, and the teacher should be creative when thinking about the assignments in order to come up with versatile and educating tasks. However, according to Katchen (2003: 221-236) it is possible to build up a whole university level listening and speaking course by using DVD films as the main course material. Even though this type of course was found out to be rather time-consuming, the feedback from the students was rather positive and the lessons were versatile and interesting. Thus, using films in teaching oral skill in the EFL classroom is absolutely worth trying and can be motivating for both the teacher and the learners.

Part Two:

Previous Studies

First Study

Purnomo (2015) Conducted Study entitled Improving Students' Communication Skills by Using Movies in the Teaching of English for Tourism Service providers at Sahid Tourism Institute of Surakart. This study aims at answering the problems: "Is the use of movies an effective method for improving students' verbal and non-verbal communication skills in the teaching of English for Tourism Service Providers?" and "Does the use of movies as an information and communications technology (ICT) for language teaching make learning more meaningful to students studying English for Tourism Service Providers?" The research was conducted at Hotel and Travel Departments of Sahid Tourism Institute of Surakarta from August 2014to January 2015. There are 48 students of semester five and two English lecturers as research subjects. It uses three techniques for collecting data: observation and field notes, questionnaire, and in-depth interviewing. The research findings show that: (1) the use of movies is an effective method to improve students' verbal and non-verbal communication skills in the teaching of English for Tourism Service Providers and (2)

the use of movies as an information and communications technology (ICT) for language teaching makes learning more meaningful to students studying English for Tourism Service Providers.

Second Study

This study entitled "The Effect of Communicative Tasks – Based Instruction on Developing Students Oral Communication Skills". The study was carried out by Yousif Abdelmajid Yousif in 2017. The problem of the study was first year student of English who studied at college of languages Sudan University of science and technologies were generally weak in their oral communication. .The study aimed to investigate the effect of communication tasks –Based instruction on developing student's oral communication skills. The question related to this study was to what extent does communicative task- based instruction develop students' oral communication skills? The researcher was applied experimental descriptive, analytical methods. A questionnaire for teachers and pre-posttest to the students. The results of the study revealed that, using communication tasks –Based instruction develop students' oral communication skills. The study recommended that, English syllabuses should be includes communicative tasks to help the students to improve their oral communication skills.

Third Study

This study entitled "An Investigation into Testing EFL Learners' Oral Communicative Competence in the Sudanese Secondary Schools ". The study was carried out by Mohamed Mutasim Mohamedin 2015. The problem of study was the objective of teaching English language which were restricted to learners in developing reading skills in the past have been changed and interpersonal communication is now more vital than academic usage . The question related to this study was how student's oral communicative competence of Sudanese secondary school can be tested? The researcher used descriptive analytical method. A questionnaire for Sudanese secondary schools teachers and interview for Sudanese secondary schools students .The finding of the study showed that, oral interview was not considered as most suitable technique for testing students oral communicative competence (the hypothesis was rejected) . The study recommended, oral test in the Sudanese secondary school should be adopted immediately and gradually, a listening comprehension test should be implemented immediately and gradually in Sudanese secondary schools.

Summary of the Chapter

This chapter has covered the literature review contain the films in English and positive effect of using films and the of teaching and learning of films and previous study has relation with this topic .

CHAPTER THREE

METHODOLOGY OF THE STUDY

CHAPTER THREE
RESEARCH METHODOLOGY

3.0 Introduction

This chapter discusses the following methods of the study, description of sample and the instruments, validity, reliability and data analysis procedures. The study adopted the descriptive analytical method. One instrument is used as primary tool for data collection. A questionnaire was distributed to third year students of English at Sudan University of Science and Technology- College of Languages.

3.1 Method of the Study

The researcher adopted descriptive analytical method. One instrument has been used to collect the information of this study. A questionnaire has been used as primary tool for data collection. It was given to third year students of English at SUST- College of Languages.

3.2 Population and Sample of the Study

The populations of this study were students of English at SUST-College of Languages. A questionnaire was distributed to third year students from both sexes. This questionnaire includes a covering page which introduces the topic of research identifies the researcher. It uses likert 5- point scale (strongly agree, agree, neutral, disagree and strongly disagree). A questionnaire is designed based on the questions of the study. The questions of the study were turn to statements that provide suggested answers

from the students at university level were supposed to select the options which correspond to their responses. The items correspond directly to the hypotheses of the study. It was conducted to third year students of English at SUST- College of Languages. The answers of the responses are treated statistically for the purpose of findings.

3.3 Procedures of the Study

The researcher adopted the following procedures in order to conduct this study. Initially, Third year students of English at Sudan University of Science and Technology were asked to respond to the questionnaire so as to glean their positive ideas about the use of authentic English films strategy. The obtained data from the questionnaire was analyzed using the SPSS and Alpha Cronbach's program specifically with percentile.

3.4 Tools of Data Collection

The tools of study were questionnaire. A questionnaire was distributed to (30) students of English at SUST whom were selected randomly.

3.5 Validity and Reliability of the Study

The questionnaire was judged by three Ph.D. holding referees who were specialists in the study field of English. Some of the referees made some amendments, and others recommended that the questionnaire is reasonable in terms of items . In this case , the researcher revised all amendments, and some of typing mistakes on his questionnaire were corrected.

Reliability refers to the reliability of any test, to obtaining the same results if the same measurement will use more than one time under the same conditions. In addition, the reliabilitiy means when a certain test was applied on a number of individuals and the marks of every one were counted; then the same test applied another time on the same group and the same marks were obtained; then we can describe this test as reliable. In addition, reliability is defined as the degree of the accuracy of the data that the test measures.

3.6 Statistical Reliability of the Questionnaire

	Cronbach's Alpha	Number of Items
	0.80	12

Summary of the Chapter

This chapter has discussed the research methodology and the research tools adopted for data collection. The chapter has provided a detailed description of all the stepts and procedures followed in each tools, including population, sample, validitiy and reliability of each instruments.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSIONS

4.0 Introduction

This chapter is devoted to the analysis, evaluation, and interpretation of the data collected through the questionnaire which was given to 30 respondents who represent the fourth year students of English at Sudan University of Science of Technology – College of Languages.

4.1 The Responses to the Questionnaire

The responses to the questionnaire of the 30 students were tabulated and computed. The following is an analytical interpretation and discussion of the findings regarding different points related to the objectives and hypotheses of the study.

Each item in the questionnaire is analyzed statistically and discussed. The following tables will support the discussion.

4.2 Analysis of the Questionnaire

The researcher distributed the questionnaire on determined study sample (30), and constructed the required tables for collected data. This step consists transformation of the qualitative (nominal) variables (strongly disagree, disagree, neutral, agree, and strongly agree) to quantitative variables (1, 2, 3, 4, 5) respectively, also the graphical representations were used for this purpose

Hypothesis One: Students have positive attitudes towards using mobile learning applications to enhance speaking skill.

Statement No. (1): The use of authentic English films constitutes a shift towards my oral communication.

Table No (4.1) The Frequency Distribution for the Respondents' Answers of Statement.(1)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly Agree	13	43.4	43.3	43.3
Agree	14	46.7	46.7	90.0
Neutral	1	3.3	3.3	93.3
Disagree	1	3.3	3.3	96.7
strongly disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	
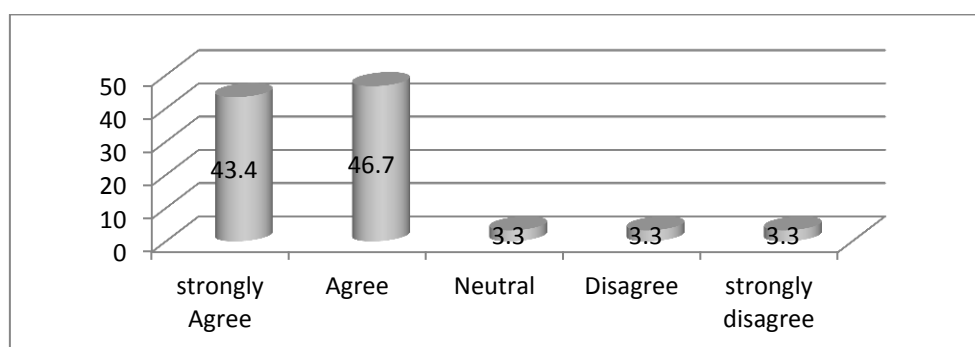
Fig (4.1) The Frequency Distribution for the Respondents' Answers of Statement.(1)

With reference to table (4.1) and figure (4.1) regarding the statement "The use of authentic English films constitutes a shift towards my oral communication". It's clear that participants'

responses to strongly agree is 43.4%, agree turned out to be 46.7%neutral is 3.3%, disagree is 3.3%, whereas strongly disagree is only 3.3%.This demonstrates that students should be well- trained in dealing with authentic English films to develop their communication.

Statement No. (2): The use of English films helps me expose to authentic language in its cultural context.

Table No (4.2)The Frequency Distribution for the Respondents' Answers of Statement.(2)

| Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly Agree	11	36.7	36.7	36.7
Agree	16	53.4	53.3	90.0
Neutral	1	3.3	3.3	93.3
Disagree	1	3.3	3.3	96.7
strongly disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	
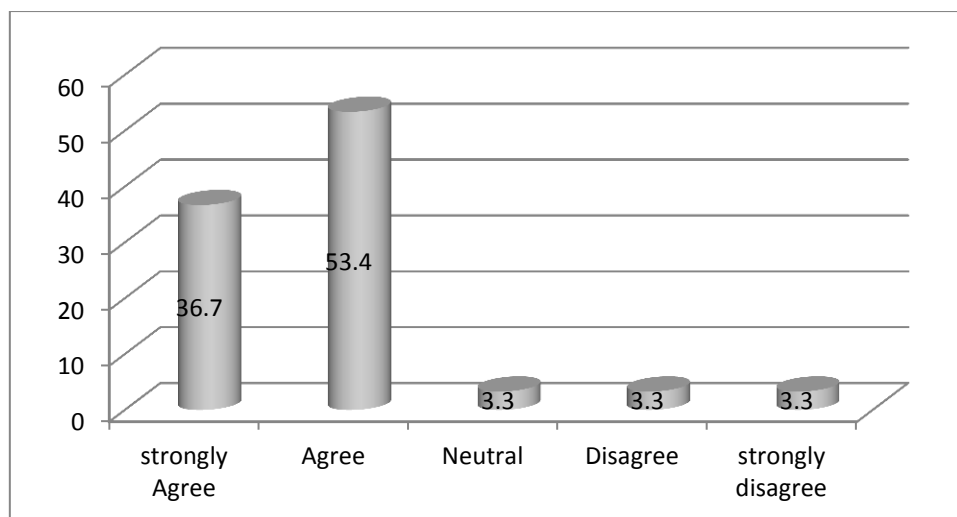
Fig (4.2) Frequency Distribution for the Respondents'

Answers of Statement.(2

With reference to table (4.2) and figure (4.2) concerning the statement "The use of English films helps me expose to authentic language in its cultural context." It's clear that participants' responses to strongly agree is 36.7%, agree turned out to be 53.4%neutral is 3.3%, disagree is 3.3%, whereas strongly disagree is only 3.3%.This demonstrates that students should be well- trained in using English films to enhance oral skill..

Statement No. (3): In my point of view, using authentic English films provides me with samples of real life communication.

Table No (4.3)The Frequency Distribution for the Respondents' Answers of Statement.(3)

Valid	Freque ncy	Perce nt	Valid Percent	Cumulative Percent
strongly Agree	3	10.0	10.0	10.0

| Agree	22	73.4	73.3	83.3
Neutral	3	10.0	10.0	93.3
Disagree	1	3.3	3.3	96.7
strongly disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	
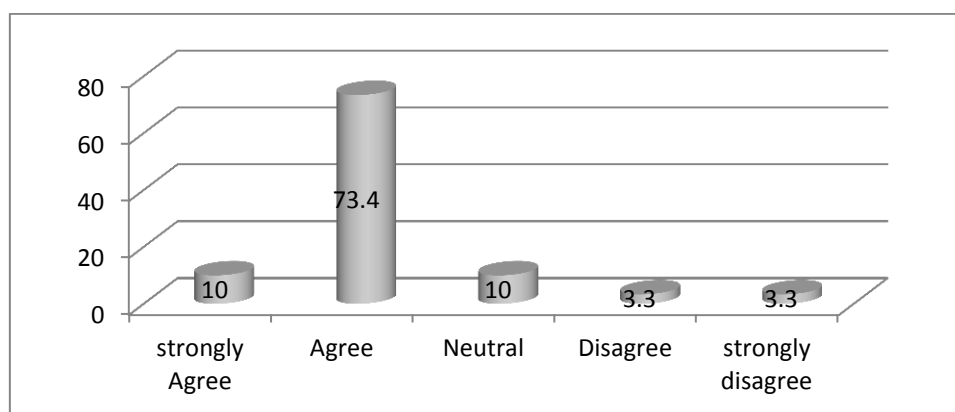
Fig (4.3) The Frequency Distribution for the Respondents'

Answers of Statement.(3)

With regard to table (4.3) and figure (4.3) concerning the statement "In my point of view, using authentic English films provides me with samples of real life communication."It's observed that participants' responses to strongly agree is 10.0%, agree turned out to be73.4%, neutral is 10.0%, disagree is 3.3%, while strongly disagree is only 3.3%.This justifies the idea that, students should be well- trained in using authentic English to develop speaking skill.

Statement No. (4): Applying authentic English films in ELT helps me practice different kinds of oral communicative activities.

Table No (4.4) The Frequency Distribution for the Respondents' Answers of Statement.(4)

| Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly Agree	6	20.0	20.0	20.0
Agree	14	46.7	46.7	66.7
Neutral	4	13.3	13.3	80.0
Disagree	2	6.7	6.7	86.7
strongly disagree	4	13.3	13.3	100.0
Total	30	100.0	100.0	
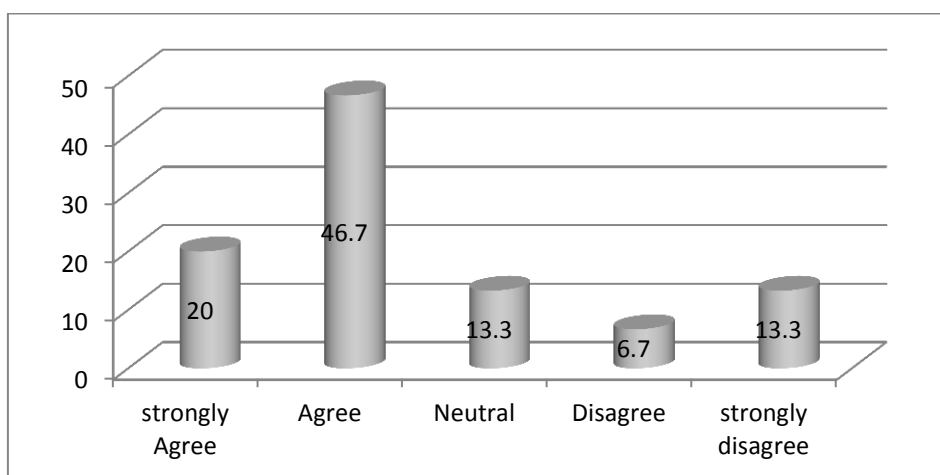
Fig.No(4.4) The Frequency Distribution for the Respondents' Answers of Statement.(4)

With regard to table (4.4) and figure (4.4) focusing on the statement "Applying authentic English films in ELT helps me

practice different kinds of oral communicative activities. ". It's noticed that participants' responses to strongly agree is 20%, agree turned out to be46.4%, neutral is 13.3%, disagree is 6.7%, whereas strongly disagree is only 13.3%.This strengthens the view of that; students should expose to authentic English films to develop speaking skill.

HypothesisTwo Using authentic English films can significantly familiarize learners with the culture of native speakers which promote oral communication.

Statement No. (5): In my viewpoint, watching authentic English films helps me enhance oral communication.

Table No (4.5)The Frequency Distribution for the Respondents' Answers of Statement.(5)

| Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly Agree	13	43.3	43.3	43.3
Agree	8	26.7	26.7	70.0
Neutral	5	16.7	16.7	86.7
Disagree	3	10.0	10.0	96.7
strongly disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	
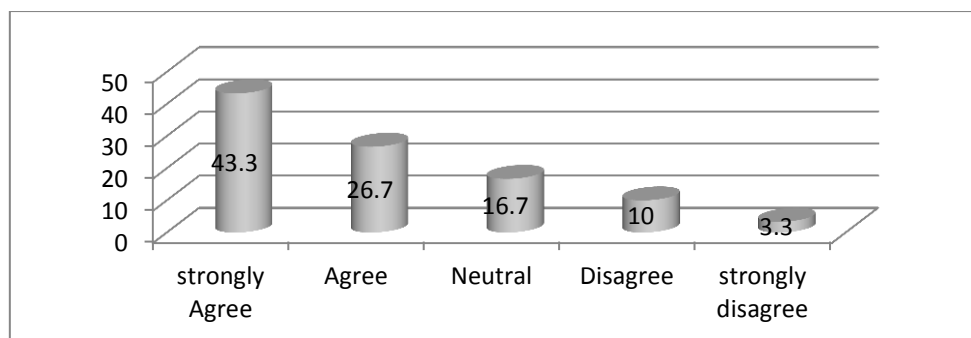
Fig (4.5) The Frequency Distribution for the Respondents' Answers of Statement.(5)

With reference to table (4.5) and figure (4.5) concentrating on the statement " In my viewpoint, watching authentic English films helps me enhance oral communication". It's clear that participants' responses to strongly agree is 43.3%, agree turned out to be26.7%, neutral is 16.7%, disagree is 10.0%, whereas strongly disagree is only 13.3%.This indicates that students should be well- trained in developing the use of authentic English films.

Statement No. (6): Utilizing authentic English films is considered as a good source for learning cultural background of the native speakers which develop learners' oral communication.

Table No (4.6) The Frequency Distribution for the Respondents' Answers of Statement.(6)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly Agree	7	23.3	23.3	23.3
Agree	14	46.7	46.7	70.0
Neutral	5	16.7	16.7	86.7
Disagree	1	3.3	3.3	90.0
strongly disagree	3	10.0	10.0	100.0
Total	30	100.0	100.0	
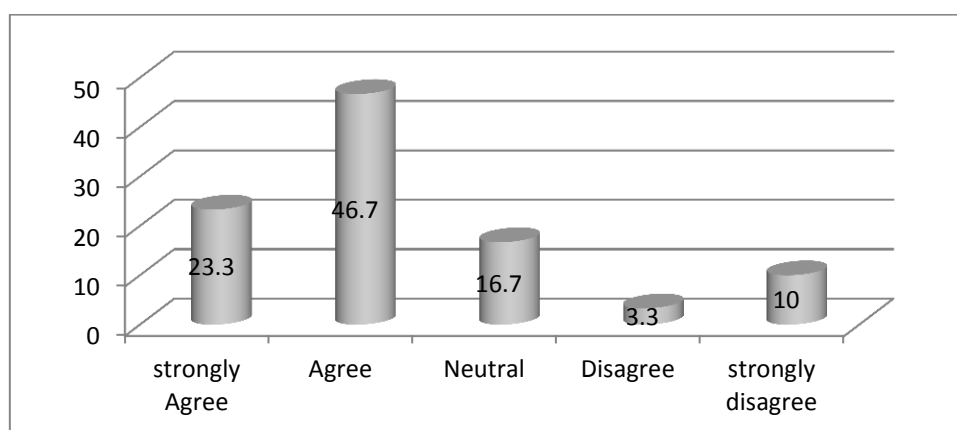
Fig (4.6) The Frequency Distribution for the Respondents' Answers of Statement.(6)

Concerning the table (4.6) and figure (4.6) referring to the statement "Utilizing authentic English films is considered as a good source for learning cultural background of the native speakers which develop learners' oral communication." It's illustrated that participants' responses to strongly agree is 23.3%,

agree turned out to be 46.7%, neutral is 16.7%, disagree is 10%, whereas strongly disagree is only 10 %.This demonstrates that learners should adopt authentic English films so as to promote speaking.

Statement No. (7): Using authentic English films in EFL classrooms increases learners' awareness of cultural background of target language.

Table No (4.7) The Frequency Distribution for the Respondents' Answers of Statement.(7)

| Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly Agree	10	33.4	33.3	33.3
Agree	17	56.7	56.7	90.0
Neutral	1	3.3	3.3	93.3
Disagree	1	3.3	3.3	96.7
strongly disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	
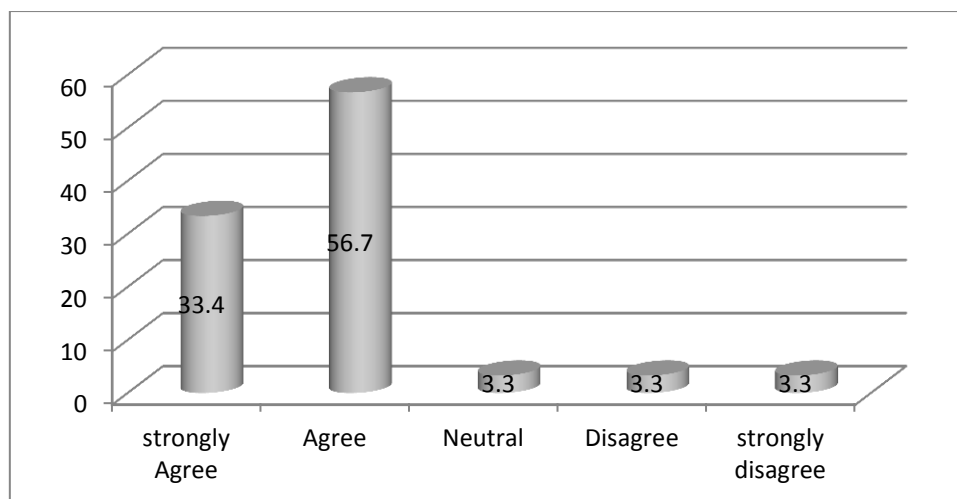
Fig. No (4.7) The Frequency Distribution for the Respondents' Answers of Statement.(7)

Table (4.7) and figure (4.7) referring to the statement "Using authentic English films in EFL classrooms increases learners' awareness of cultural background of target language." It's showed that participants' responses to strongly agree is 33.4%, agree turned out to be56.7%, neutral is 3.3%, disagree is 3.3%, whereas strongly disagree is only 3.3%.This proves that learners should adopt cultural background of target language.

Statement No. (8): Using authentic English films in EFL classroom helps learners understand the native speakers in their real situation.

Table No (4.8) The Frequency Distribution for the Respondents' Answers of Statement.(8)

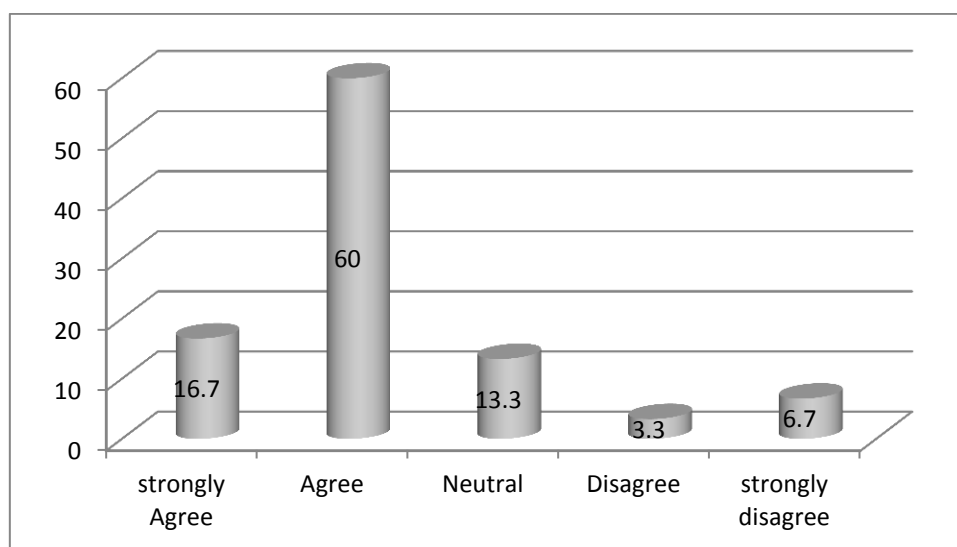| Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly Agree	5	16.7	16.7	16.7
Agree	18	60.0	60.0	76.7
Neutral	4	13.3	13.3	90.0
Disagree	1	3.3	3.3	93.3
strongly disagree	2	6.7	6.7	100.0
Total	30	100.0	100.0	

Fig. No (4.8) The Frequency Distribution for the Respondents' Answers of Statement.(8)

Table (4.8) and figure (4.8) show that "Using authentic English films in EFL classroom helps learners understand the   native speakers in their real situation". It is clear that participants' responses to strongly agree is 16.7%, agree turned out to

be60.0%, neutral is 13.3%, disagree is 3.3%, while strongly disagree is only 6.3%.This illustrates that learners should practice authentic English films to develop oral skill.

HypothesisThree: EFL teachers and learners can potentially interact through utilizing English authentic films to improve oral communication.

Statement No. (9): EFL learners will be more interested in learning English if their teachers use authentic English films as a teaching material as compared to only textbook.

Table No (4.9) The Frequency Distribution for the Respondents' Answers of Statement.(9)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly Agree	1	3.3	3.3	3.3
Agree	18	60.0	60.0	63.3
Neutral	8	26.7	26.7	90.0
Disagree	1	3.3	3.3	93.3
strongly disagree	2	6.7	6.7	100.0
Total	30	100.0	100.0	
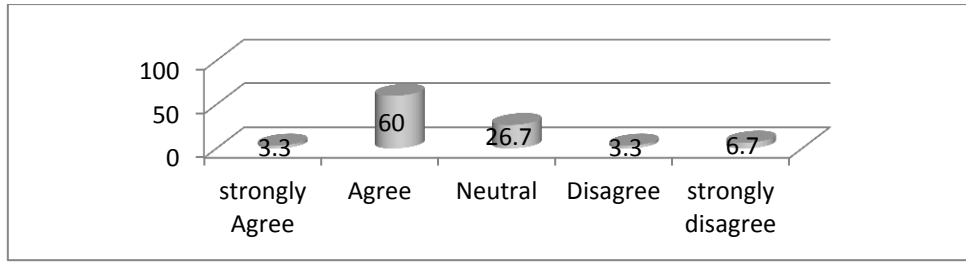
Fig (4.9)The Frequency Distribution for the Respondents'
Answers of Statement.(9)

Table (4.9) and figure (4.9) relating to the statement " EFL learners will be more interested in learning English if their teachers use authentic English films as a teaching material as compared to only textbook." It is obvious that participants' responses to strongly agree is 3.3%, agree turned out to be 60.0%, neutral 26.7%, disagree is 3.3%, while strongly disagree is only 6.3%.This emphasizes that Socratic dialogue can students' speaking skill.

Statement No. (10): Watching authentic English films in EFL classroom attracts learners' attention to grasp oral English more than using just ordinary audio sound recordings (CD, etc.).

Table No (4.10) The Frequency Distribution for the Respondents' Answers of Statement.(10)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly Agree	1	3.3	3.3	3.3
Agree	14	46.7	46.7	50.0
Neutral	8	26.7	26.7	76.7
Disagree	1	3.3	3.3	80.0
strongly disagree	6	20	20	100
Total	30	100.0	100.0	
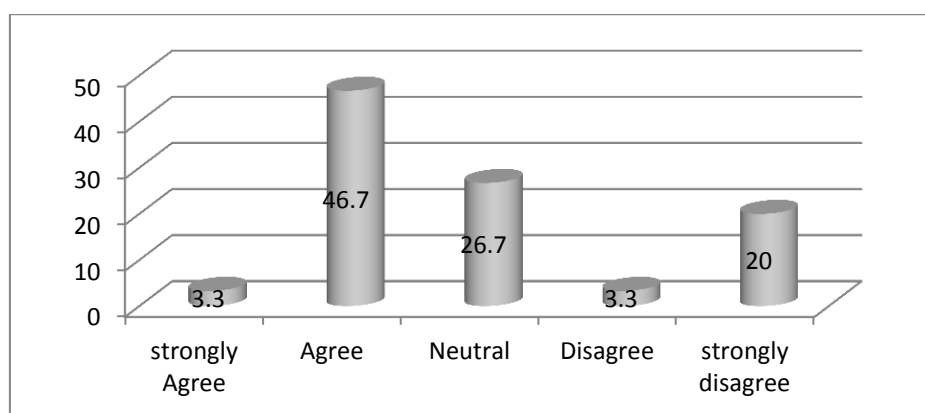
Fig (4.10) The Frequency Distribution for the Respondents' Answers of Statement.(10)

Table (4.10) and figure (4.10) relating to the statement " Watching authentic English films in EFL classroom attracts learners' attention to grasp oral English more than using just ordinary audio sound recordings (CD, etc.)". It is obvious that participants' responses to strongly agree are 3.3%, agree turned

out to be 46.7%, neutral is 26.7%, disagree is 3.3%, while strongly disagree is only 20%.This emphasizes that students should expose to authentic English films to promote speaking skill.

Statement No. (11): Applying authentic English films in EFL classroom lesson can be more fun and entertainment than relying only on printed texts.

Table No (4.11) The Frequency Distribution for the Respondents' Answers of Statement.(11)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly Agree	5	16.7	16.7	16.7
Agree	14	46.7	46.7	63.3
Neutral	6	20.0	20.0	83.3
Disagree	1	3.3	3.3	86.7
strongly disagree	4	13.3	13.3	100.0
Total	30	100.0	100.0	
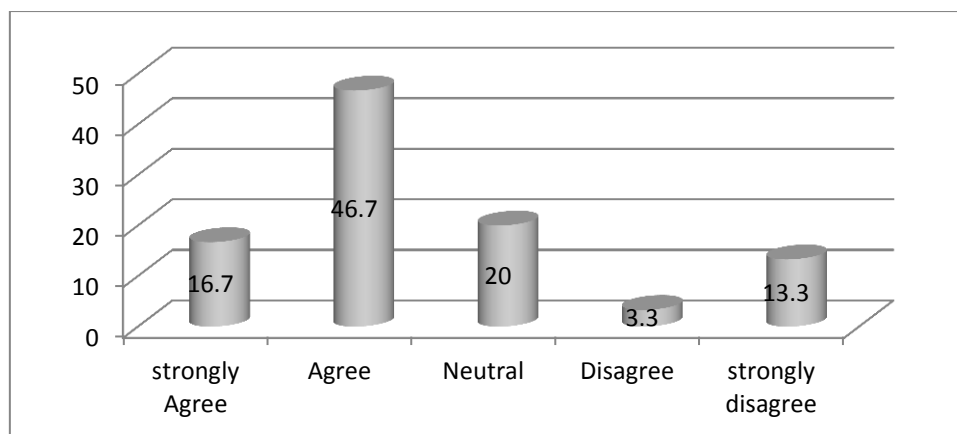
Fig (4.11)The Frequency Distribution for the Respondents'
Answers of Statement.(11)

With referring to the table (4.11) and figure (4.11) relating to the statement " Applying authentic English films in EFL classroom lesson can be more fun and entertainment than relying only on printed texts". It is obvious that participants' responses to strongly agree is 16.7%, agree turned out to be46.7%, neutral is 20.0%, disagree is 3.3%, meanwhile strongly disagree is only 13.3%.This shows thatauthentic English films increase learner's oral skill.

Statement No. (12): Using authentic English films in EFL classroom increases learners' oral participation.

Table No (4.12)The Frequency Distribution for the Respondents' Answers of Statement.(12)

| Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly Agree	6	20.0	20.0	20.0
Agree	11	36.7	36.7	56.7
Neutral	8	26.7	26.7	83.3
Disagree	1	3.3	3.3	86.7
strongly disagree	4	13.3	13.3	100.0
Total	30	100.0	100.0	
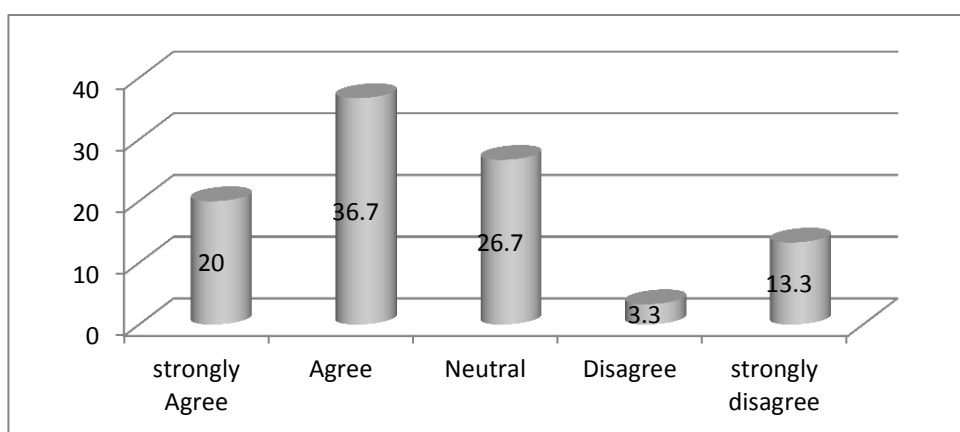
Fig (4.12) The Frequency Distribution for the Respondents' Answers of Statement.(12)

Table (4.12) and figure (4.12) relating to the statement "Using reliable English films in EFL classroom increases learners' oral participation." It is obvious that participants' responses to strongly agree is 20.0%, agree turned out to be36.7%%, neutral is 26.7%, disagree is 33.3%, meanwhile strongly disagree is only 13.3%.This indicates that authentic English films should be applied to develop speaking.

Table No. (4.13)

Chi-Square Test Results for Respondents' Answers of the Questions

No.	Statement	mean	SD	Chi square	p-value
1	The use of authentic English films constitutes a shift towards my oral communication.	2.5	1.3	24	0.00
2	The use of English films helps me expose to authentic language in its cultural context.	3.5	0.6	24	0.00
3	In my point of view, using authentic English films provides me with samples of real life communication.	2.6	2.4	13	0.00
4	Applying authentic English films in ELT helps me practice different kinds of oral communicative activities.	2.4	0.8	25	0.03
5	Utilizing authentic English films is considered as a good source for learning cultural background of the native speakers which develop learners' oral communication.	3.3	0.6	21	0.00
6	Using authentic English films in EFL classrooms increases learners' awareness of cultural background of target language.	2.3	1.0	14	0.00
7	Using authentic English films in EFL classroom helps	2.5	0.6	16	0.00

	learners understand the native speakers in their real situation.				
8	Applying authentic English films in EFL classroom encourages learners to recognize the diversity of cultures via oral communication.	2.4	0.8	24	0.001
9	EFL learners will be more interested in learning English if their teachers use authentic English films as a teaching material as compared to only textbook. .	4.3	0.7	21	0.008
10	Watching authentic English films in EFL classroom attracts learners' attention to grasp oral English more than using just ordinary audio sound recordings (CD, etc.).	4.2	2.4	34	0.00
11	Applying authentic English films in EFL classroom lesson can be more fun and entertainment than relying only on printed texts.	3.5	0.7	21	0.00
12	Using authentic English films in EFL classroom increases learners' oral participation.	2.0	1.7	32	0.00

Source: The researcher from applied study, SPSS 24

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (1) question was (24) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (7.13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "The use of authentic English films constitutes a shift towards my oral communication."

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (2) question was (24) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (7.13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "The use of English films helps me expose to authentic language in its cultural context."

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (3) question was (13) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (7.13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed

with the statement " In my point of view, using authentic English films provides me with samples of real life communication."

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (4) question was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (7.13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Applying authentic English films in ELT helps me practice different kinds of oral communicative activities."

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (5) question was (21) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (7.13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Utilizing authentic English films is considered as a good source for learning cultural background of the native speakers which develop learners' oral communication.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (6) question

was (14) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (7.13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement" Unequipped with English culture is behind erroneous use of idiomatic expressions.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (7) question was (16) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (7.13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Using authentic English films in EFL classroom helps learners understand the native speakers in their real situation.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (8) question was (24) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (7.13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Applying authentic English films in EFL

classroom encourages learners to recognize the diversity of cultures via oral communication.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (9) question was (21) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (7.13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "EFL learners will be more interested in learning English if their teachers use authentic English films as a teaching material as compared to only textbook."

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (10) question was (34) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (7.13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Watching authentic English films in EFL classroom attracts learners' attention to grasp oral English more than using just ordinary audio sound recordings (CD, etc.)."

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (11) question

was (21) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (7.13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Applying authentic English films in EFL classroom lesson can be more fun and entertainment than relying only on printed texts."

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (2) question was (32) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (7.13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement Using authentic English films in EFL classroom increases learners' oral participation."

Summary of the Chapter

This chapter has covered the data analysis of the study which is about investigating EFL Learners' attitudes towards using authentic English films to develop oral communication. This is done through a questionnaire to the fourth year students of English at SUST- College of Languages. Moreover, it showed the data tabulated in figures and tables. Then, interpretations were made from the collected data. Finally, the researcher has discussed the results of the study.

CHAPTER FIVE

MAIN FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND SUGESSTIONS FOR FURTHER STUDIES

CHAPTER FIVE
MAIN FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

5.0. Introduction

This chapter presents the answers to research questions, including the discussion of main findings. Moreover, brief recommendation and suggestions for further studies were given at the end of the chapter. To fulfill the purpose of the study, the researcher applied one tool namely, a questionnaire.

5.1 Main Findings

The results of this study investigate EFL learners' attitudes towards using authentic English films to develop oral communication. The researcher has summarized following findings:

1-The use of authentic English films constitutes a shift towards learners' oral communication.

2- The use of English films helps learners expose to authentic language in its cultural context.

3- Using authentic English films provides learners with samples of real life communication.

4- Using authentic English films in EFL classrooms increases learners' awareness of cultural background of target language.

5- Applying authentic English films in EFL classroom encourages learners to recognize the diversity of cultures via oral communication.

6. EFL learners will be more interested in learning English if their teachers use authentic English films as a teaching material as compared to only textbook.

7- Watching authentic English films in EFL classroom attracts learners' attention to grasp oral English more than using just ordinary audio sound recordings (CD, etc.).

5.2 Conclusions

This study deals with the analysis and evaluation of learners' attitudes towards using authentic English films to develop oral communication in five chapters.

In chapter one, the researcher has introduced a brief background of the study, statement of the research problems, significance of the study, objectives of the study, questions of the study, hypotheses of the study, method, population and sampling, instrument of data collection, limitations as well as tools.

Chapter two introduces the theoretical framework related to authentic English films to develop oral communication and concluding with previous studies.

Chapter three presents the research methodology one instrument of data collection has been used (questionnaire for EFL learners).

In chapter four the results of the questionnaire has been analyzed statistically by using SPSS program. Then each of two questions and hypotheses have been discussed and answered respectively according to the results. Consequently, significant findings show that the positive attitudes towards using authentic English films.

Finally, in chapter five, the research summary, main findings, recommendations and suggestions for further studies have been clarified. The study has added some insights to English language learners as well as their teachers particularly in the field of education.

5.3 Recommendations

Considering the above-stated findings and results, the researcher recommends the following:

1-More attention should be paid on teaching speaking skill through using authentic English films.

2- Applying authentic English films in ELT should help learners practice different kinds of oral communicative activities.

3- Utilizing authentic English films in EFL classroom should support learners to recognize how English language is spoken in different contexts.

4- Using authentic English films in EFL classroom should increase learners' oral participation.

5.4 Suggestions for Further Studies

Referent based on the finding and results , the researcher propose the following suggestions for further studies :

1. Reliable English films are still an inviting area in the field of English languages teaching and learning

2. The researcher would like to suggest teaching of oral communication should be modernized.

3. Teachers must adopt the appropriate techniques for teaching English oral communication.

4. Teacher should play a relatively more vital role in giving directions and teaching, learners' improvements are mainly exposing to authentic English films.

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The Appendix

Students' Questionnaire

This questionnaire serves as data collection tool for a research work entitled :(**Investigating EFL Learners' Attitudes towards Using Authentic English Films to Develop Oral Communication**).I would very much appreciate if you could take the time and energy to share your experience by responding to the statements below. Your answer is very important and will be of much help for the completion of this work.

Please tick (√) in front of your choice. Your assistance is highly appreciated.

1. **Hypothesis One:** EFL learners have positive attitudes towards utilizing authentic English films to enhance oral communication.

NO	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	The use of authentic English films constitutes a shift towards my oral communication.					
2	The use of English films helps me expose to authentic language in its cultural context.					

3	In my point of view, using authentic English films provides me with samples of real life communication.					
4	Applying authentic English films in ELT helps me practice different kinds of oral communicative activities.					
5	In my viewpoint, watching authentic English films helps me enhance oral communication.					

Hypothesis Two:

Using authentic English films can significantly familiarize learners with the culture of native speakers which promote oral communication.

1	Utilizing authentic English films is considered as a good source for learning cultural background of the native speakers which develop learners' oral communication.					
2	Using authentic English films in EFL classrooms increases learners' awareness of cultural background of target language.					
3	Using authentic English films in EFL classroom helps learners understand the native speakers in their real situation.					
4	Applying authentic English					

	films in EFL classroom encourages learners to recognize the diversity of cultures via oral communication.					
5	Utilizing authentic English films in EFL classroom supports learners to recognize how English language is spoken in different contexts.					

Hypothesis Three: EFL teachers and learners can potentially interact through utilizing English authentic films to improve oral communication.

1	EFL learners will be more interested in learning English if their teachers use authentic English films as a teaching material as compared to only textbook. .					
2	Watching authentic English films in EFL classroom attracts learners' attention to grasp oral English more than using just ordinary audio sound recordings (CD, etc.).					
3	Applying authentic English films in EFL classroom lesson can be					

	more fun and entertainment than relying only on printed texts.	~89~				
4	Using authentic English films in EFL classroom increases learners' oral participation.					
5	Using authentic English films in EFL classroom can provide teachers with various situations to create oral activities.					

Approval Page

(To be completed after the college council approval)

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Thesis title: Investigating EFL Learners' Attitudes Towards Using Authentic English Films to Develop Oral Communication

Degree Examined for: M.A in English Language (Linguistics)

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