

Movies as Comprehensible Input in EFL Adult Classroom :  
Investigating Krashen's Input Hypothesis

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## 1-INTRODUCTION

### 0.1 Context of the study

A lot of books used to teach ESL nowadays depend on specific teaching methods to teach vocabulary as the audio-lingual that method; the emphasis is on the memorization of a series of dialogues. The basic premises on which the method is based are that language is a set of habits. It is believed that much practice of the dialogues will develop oral language proficiency as language is presented as sets of habits that the learner is expected to acquire (Barker, 2001). Although the intent is to develop fluent and proficient speakers by providing much oral practice of the dialogues and the use of numerous drills to help in this endeavor, the reality is that language proficiency is not the outcome. Years later, students who studied with the audio lingual method still remembered the dialogues but cannot speak the foreign language they study (Barker, 2001). Thus, the method is not successful at accomplishing the main goal that is to acquire the language. It is too prescriptive; there is no opportunity provided for “true” communication to take place in the classroom. Students are taught a “script,” and people do not speak following a particular script (Barker, 2001).

One of this method is disadvantages is that it is a basic method of teaching as speech is standardized and students turn into parrots that can reproduce many things but never create anything new or spontaneous. Students become better and better at pattern practice but are unable to use the patterns fluently in natural speech situation. Mechanical drills of Audio-lingual method are criticized as being boring and mindless (Butzkamm & Caldwell, 2009). In order to deal with this issue, the study examines increasing the quantity and quality of students’ comprehensible vocabulary input to result in a similar increase in the quantity and quality of students’ speaking skills as an output. The study uses movies and movie

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script analysis as a tool to provide participants with comprehensible vocabulary input to result in an increase in the quantity and quality of participants speaking output.

This study is based on Krashen's Input Hypothesis that an increase in the quantity and quality of the comprehensible input should result in a similar increase in the quantity and quality of students' output (Krashen, 1985).

### **1.2 Significance of the study**

Some traditional teaching Methods require learners to memorize extensive vocabulary lists. These methods have little to do with the principles of speaking or listening as Randaccio, (2012) states "the use of translation in foreign language learning is considered detrimental as it does not allow the achievement of fluency and foster communicative language use". For that reason, the study examines increasing the quantity and quality of students' comprehensible vocabulary input to result in a similar increase in the quantity and quality of students' speaking skills as an output. The study uses movies and movie script analysis as a tool to provide students with comprehensible vocabulary input to result in an increase in the quantity and quality of students speaking output.

The study examines providing participants with comprehensible vocabulary input instead of using traditional methods as using dialogues and numerous drills or memorizing series of dialogues to result in better speaking output. The study focuses on the following selected vocabulary competence skills as (1) guessing the meaning of new vocabulary, (2) providing word definition, (3) increasing range or lexical repertoire, (4) vocabulary control and lexical accuracy or word choice (5) using the learned vocabulary in different contexts.

As a result this research examines using movies as an updated tool

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to present the more frequently used vocabulary in the world currently which will give participants more confidence in using the new acquired vocabulary in their conversations to result in better language output. As stated that” It is accepted fact that, ‘good vocabulary knowledge enhances learners’ confidence in speaking performance’. (Akbar, 2014). Accordingly, the research focuses on selected or targeted output speaking skills. Those skills are (1) the use of English only throughout the conversation without attempting to use Arabic, (2) comprehension during a conversation and the ability to ask questions also keep the conversation going, (3) speaking interaction ability to check if participants can express her/himself fluently and spontaneously using appropriate examples and explanations, (4) formulating ideas and opinions, (5) presenting clear and flowing description or argument in a style appropriate to the context and the audience, (6) Speaking clearly by measuring how comprehensible is participants’ speech during a conversation, for examples in asking and answering question. (7) Increasing phonological control by measuring participants’ ability to produce or express finer shades of meaning by varying intonation and place sentence stress correctly in speech. (8) Delivering sustained and sufficient responses to the tasks. Also checking if the speech is generally well developed and coherent; relationships between ideas are clear (or clear progression of ideas).

### **1.3 Research questions**

The present study attempts to answer the following main question:

What is the correlation between the increase in the quantity and quality of comprehensible vocabulary input in EFL adult classroom and the increase in the quantity and quality of participants speaking output?

**Two sub- questions were derived from this question:**

1. To what extent can the proposed program by using movies develop

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participants' vocabulary?

2.To what extent can the proposed program by using movies develop participants' speaking skills?

### **1.4 Purpose of the study**

Through a quasi-experimental research, the study examines using movies and movie script analysis as a tool to provide participants with comprehensible vocabulary input to result in an increase in the quantity and quality of participants speaking output.

### **1.5 The study hypotheses**

- 1- The experimental group exposed to the suggested program outperforms the control group receiving regular instruction in overall speaking proficiency post-test.
- 2- The experimental group exposed to the suggested program outperforms the control group receiving regular instruction in overall vocabulary competence post-test.
- 3- The experimental group mean scores on the post-test exceed their pre-test scores in overall speaking proficiency.
- 4- The experimental group mean scores on the post-test exceed the pre-test scores in vocabulary competence.

## **2- REVIEW OF THE LITERATURE**

### **2.0 Introduction**

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These sections review a brief summary of the following points: language Input, output and intake process. The role of movies to apply Krashen's input hypothesis and the role of movie scripts and stories in acquiring background Knowledge.

The review shows the role of movies in facilitating second-Language Comprehension. It provides different definitions of Authenticity, Authentic materials and their role in language acquisition. The review also includes the role of using movies as authentic material, previous studies, the advantages and disadvantages of using movies in class.

Since the study examines if movies can improve participants' output speaking abilities by increasing their vocabulary, The study shows the importance of learning vocabulary, recent techniques in learning and acquiring vocabulary and the role of movies in acquiring vocabulary.

## **2.1 The role of input in language learning**

In communicative situations, native speakers of English often adjust or modify their speech in order to make it more comprehensible to nonnative speakers of their language (Thanajaro , 2000). This is because it is believed that "mere exposure to L2 input does not ensure comprehension and intake of the L2 information; rather learners need to have comprehensible (oftentimes 'modified') input for second language comprehension and acquisition to occur" (Thanajaro , 2000). At the beginning stage, the teacher may make the input comprehensible by associating it with visual cues and/or demonstrated actions. This is the input that has been modified or simplified through repetition and paraphrase of words, phrases, or sentences; restriction of vocabulary to common or familiar items Paraphrasing, repetition of key points, and acting out meanings are some of the ways speakers can help convey meaning and make the input more understandable (Krashen 1985). In addition, the

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input must be at the learner's current level of development (Krashen, 1982). Nevertheless, Krashen (1985) claimed that learners understand language that contains structures that are a little beyond their current level of competence. Krashen states, "We move from  $i$ , our current level, to  $i+1$ , the next level along the natural order, by understanding input containing  $i+1$ " (Krashen, 1985).

## **2.2 Input processing and intake**

Ellis (2005) asserted that only part, not all, of input is available for language processing. That part of input that learners process is generally called "intake" (Corder, 1967). It is the learners who ultimately control the intake (Gass, 1997). There are two aspects that influence intake. One aspect consists of the current state of the learner's knowledge of the target language; the other aspect involves the mechanisms for perception and learning (Sun, 2008). The conversion of input into intake involves the process called input processing. According to VanPatten (1996), input processing refers to "the derivation of intake from input during comprehension". After the stage of input processing, intake then becomes part of the learner's developing linguistic system that is later used to produce output in the language (Shrum & Glisan, 1999).

## **2.3 The role of output in language learning**

Krashen's claim that 'input' is not just more important than production, but is all that is necessary for acquisition. Mason (1971) emphasized that 'input' was not sufficient because 'output' was a vital phase in language acquisition, with the active role of learners and their production being significant aspects of learner success. In of Mason, pointed out that output enabled the teacher to judge the learner's progress, and choose and adapt learning materials appropriately; that producing language compelled the student to "reorganize and elaborate upon his



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knowledge of the L2” and, through feedback, to test their hypotheses about the language system; and that input and output necessarily interact in negotiating meaning and extending learner’s linguistic knowledge. The output represents the product of language knowledge; it is a part of the entire language process (Gass, 1997). Ellis, (1994) introduced the notion of comprehensible or “pushed” output by claiming that learners are pushed in their production as a necessary part of making themselves understood. Through the process of negotiation of meaning, language learners have opportunities to manipulate their production and to produce comprehensible output (Oliver, 1998).

#### **2.4 Inner speech and language learning**

This section presents an intermediate process of language acquisition that happens between the input and the output process. That is called the development of Inner speeches. Vygotsky (1962) distinguishes between external speech and inner speech. External speech is spoken or written speech; it is expressed in words or sentences. Inner speech, on the other hand, is speech for oneself; it takes place inside one’s own mind.

According to De Guerrero (1994), inner speech is any type of language that occurs in the mind and that is not vocalized. Inner speech may comprise sounds, words, phrases, sentences, and even conversations. Functionally, inner speech seems to be the primary medium for the formation and development of verbal thought. De Guerrero (1994 as cited in Thanajaro, 2000) indicated that inner speech is involved in several mnemonic techniques including silent repetition, repeating the text aloud, and spontaneous recall.

#### **2.5 Movies and language acquisition**

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### **2.5.1 Using movies to apply Krashen's input hypothesis**

This study used movies as an authentic material to increase students' comprehensible vocabulary input through movies then examine their speaking output proficiency after the treatment based on Krashen's target language Input Hypothesis (Krashen, 1985). However it can be inferred that not any type of input can be used to improve students' language incompetence as Krashen (1985) emphasizes the importance of comprehensible input stating "Comprehensible input is the essential environmental ingredient to acquire a language". By comprehensible input he meant that students acquire the target language when they understand what they hear or read in another language. The study examined using movie scripts and pictures to provide students with comprehensible input they need to acquire new vocabulary to result in better speaking output. Movies provided real life situations and images that can make the language input comprehensible. Another important point regarding comprehensible input is that if the learner lacks access to it, there may be severe delays on his or her language learning (Krashen, 1985). Since input is an essential part of language learning, movies can be a good option to provide students with this comprehensible input outside classrooms. Since movies are available on TV or online, as a result, students can have easy access to movies. Moreover, Krashen (1985) also pointed out 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. That can apply to movies as movies can provide the needed comprehensible input in an entertaining, relaxing and captivating way that makes students forget that they are learning.

### **2.5.2 The role of movie scripts in acquiring background knowledge**

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Learning involves integration of new knowledge with prior knowledge (Gass, 1997). In other words, new information or new concepts are more likely to be understood when they can be related to something the learner already knows. Research findings from cognitive psychology that relate to teaching listening comprehension concern the effect of listener's background knowledge on the comprehension of discourse (Rubin, 1994).

The role of background knowledge in language comprehension was formalized as schema theory (Rumelhart, 1980). According to Platt and Brooks (1994), schema theorists provided the insight that listener's prior knowledge plays an important role in the comprehension process. One fundamental tenet of schema theory is that any text, either spoken or written, does not carry meaning by itself as the basic premise of schema theory is that an individual comprehends material by using prior knowledge to produce an anticipated meaning (Markham & Latham, 1987). Therefore, comprehension depends on an interaction between the structure and content of the material and what the individual brings to the material (Thanajaro, 2000). Richards (1983) explained, Script or schema knowledge is what we know about particular situations, and the goals, participants, and procedures which are commonly associated with them. Much of our knowledge of the world is organized around scripts, that is, memory for typical episodes that occur in specific situations (Richards, 1983). The advantages of knowledge of scripts are that they enable the students to anticipate what they will hear, to create expectations of what they are about to hear, and to infer meaning where a portion of the text was incompletely understood (Tsui & Fullilove, 1998). Nevertheless, Cook (1996) indicated that while some scripts are the same for speakers of different languages, other scripts are different from one country to another.

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### **2.5.3 The role of movies in presenting foreign cultural backgrounds and second-language comprehension**

When learners are confronted with a topic regarding another culture about which they have no anchoring ideas, the potential for miscomprehension is heightened (Thanajaro, 2000). One of the most obvious reasons why a particular content schema may fail to exist for the learner is that the schema is culturally specific and is not part of a particular learner's cultural background . Nonnative speakers' scripts may differ in degree and content from target-language scripts. This poses additional problems for the nonnative speakers (Bacon, 1989; Carrell & Eisterhold, 1988 ). Rivers (1968) recommended that the strong bond between culture and language be maintained for the students to have complete understanding of the meaning of language. She stated that differences in values and attitudes are among the main sources of problems in language learning. Culture-specific values can be a significant factor in comprehension if the values expressed by the text are different from the values held by the learner.

When students do not have previous knowledge of a particular event or of the context in which it occurs, it is necessary for the teacher to spend extra time discussing and providing students with background information (Brinton & Gaskill, 1978). The degree, to which listeners are able to merge input with previously acquired knowledge structures, or schemata, determines how successful they will be in comprehending as this linking of new and existing knowledge helps students make sense of the text more quickly ” (Bartlett, 1932). The use of contextual and background information aids the student's understanding by limiting the number of possible text interpretations (Shrum & Glisan, 1999).

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## **2.6 Authenticity**

This section of the review shows the value of the authentic nature of movies and how to benefit from that nature in class. First this section starts with Authenticity definition and the role of movies as authentic material in language teaching and language acquisition.

Defining authenticity is not an easy matter. Therefore, there are various differences among writers, regarding the definition of this term. According to Rost (2005), authenticity is one of the terms which researchers talk about questionably. Kilickaya (2004) stated that authenticity was put under deep discussion by many researchers. As a result, researchers came up with different definitions for this problematic term. Defining 'authenticity' is a vital element for both material designers and language teachers, who are willing to employ authenticity in language teaching and language acquisition (Al-Rashdi, 2014). For many researchers, authenticity is very significant, because it prepares the learners for the real world situations in terms of using the target language. On the other hand, using less authentic materials with our learners, may lead to less practice in the real world.

### **2.6.1 Types of authenticity**

According to Breen (1985), there are four types of authenticity. These are: text authenticity, learner authenticity, task authenticity and authenticity of the classroom. These types are presented below:

- Authenticity of text: refers to the authentic qualities of a text. Authentic texts in the context of language learning, means any source of information used to help learners to develop an authentic understanding.

- Authenticity of learners: refers to the ability of learners to interpret the meaning present in the text like the native speakers do in the real world.

- Authenticity of the tasks: refers to the chosen tasks provided for

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the learners to be engaged in an authentic communication and authentic aims for learning.

- Authenticity of the classroom: the most important role of the classroom is to enable the learners to experience “public and interpersonal sharing of content of language learning, the sharing of problems with such content, and revealing of the most effective means and strategies to overcome such problems.” (Breen, 1985).

### **2.6.2 Definition of authentic material**

Jordan (1997) stated authentic texts as the ones which are not written for language teaching and language acquisition purposes. Peacock (1997) referred to authentic materials as the materials which are produced to meet purposeful social needs. Nunan (1999) defined authentic materials as any material which wasn't specifically produced for the purposes of language teaching and language acquisition but is created to fulfill some social purpose in the language community in which it was produced”. Rogers & Medley (1988) used the term ‘authentic’ to refer to language samples that indicated natural form and an appropriateness of cultural and situational context that would be found in the language as used by the native speakers. Bacon and Finnemann (1990) also stated that authentic materials are those texts made by native speakers for non-pedagogical purposes. From various descriptions of authenticity, Rings (1986) concluded that “For a particular type of text, the speaker must be ‘authentic,’ the situation must be authentic, and only then will the language content and structure be authentic for that text type.

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### **2.6.3 Selecting authentic materials**

According to McGrath (2002), there are eight criteria to be considered when choosing appropriate authentic texts. These are: (1) Relevance to course book and learners' needs, (2) Topic interest, (3) Cultural fitness, (4) Logistical considerations, (5) Cognitive demands, (6) Linguistic demands, (7) Quality and (8) Exploitability.

Moreover, Nuttal stated that there are three main criteria used to choose authentic texts to be used in the classroom: "suitability of the content, exploitability and readability." (Nuttal, 1996). Suitability is regarded as the most important one, because it means that reading materials must arouse the learners' interest, meet their needs and motivate them. Exploitability stands for the way in which the text is used to develop the reading competence of learners; while readability refers to the difficulty and complexity of a text the materials must not contain too difficult or demanding words and structures (Nuttal, 1996) and it must also suit the learners' level of English. Otherwise, it might demotivate the learners and have a negative effect.

### **2.6.4 The impact of authentic materials on language teaching and language acquisition**

Nowadays, preparing students for real life situations is of utmost concern for English language teachers. Therefore, teachers need to adopt effective teaching materials to help students learn English better, as well as prepare them to communicate with the outside world. Bacon and Finnemann (1990), stated that teachers need to "find ways and means of exploiting authentic materials in classroom instructions." Many researchers state that if students are willing to use English language sufficiently, they must be exposed to the language, exactly as it is used in real life situations by native

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speakers. Nunan (1999) believed that exposing learners to authentic materials is indispensable, because of the rich language input they provide. In contrast to the design of the text books, authentic materials are intrinsically more active, interesting and stimulating. Also authentic language is highly motivating to students, particularly when it is keyed to subjects that students are concerned about (Peacock, 1997).

## **2.7 Movies as authentic material**

### **2.7.1 The role of using movies as authentic materials**

This section of the review presents the advantages of using authentic materials in classrooms and the role of using movies as authentic materials in class.

Many researches indicated that authenticity and authentic materials have been a topic for discussion for long time, as using textbooks and ready-made exercises may give students the wrong impression about the language. Students may get the idea that foreign language only exists inside the classroom and that they do not have to use it anywhere else. Harmer (2003) state that “real language that they have to work hardest to understand. Authentic material is language where no concessions are made to foreign speaker. It is normal, natural language used by native – or competent – speakers of a language. This is what our students encounter (or will encounter) in real life if they come into contact with target language speakers” (Harmer, 2003).

## **2.8 Mastering vocabulary**

This section shows different vocabulary mastery techniques and the role of movies in improving students' vocabulary. Movies can be used as an attractive tool to acquire vocabulary as “Foreign language learners



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get a stimulus to acquire a foreign language more willingly when it is presented in a lively manner through the medium of film, television or video (Tomalin 1990). Changes are quick and unavoidable. Today, it has become mandatory for teachers to rethink and renovate their teaching strategies with the changing times. Since there has been a constant change in the teaching methods and techniques all over the world in every subject, vocabulary teaching methods and techniques need desirable and complete changes (Subhash, 2014). The importance of mastering vocabulary in learning is also stated by Nunan (1999), the development of a rich vocabulary is an important element in the acquisition of a second language.

### **2.8.1 Movies and acquiring vocabulary**

Many researchers agreed that vocabulary ought to be taught in context as words taught in isolation are generally not retained (Mothe, 2016). In addition, in order to grasp the full meaning of a word or phrase, students must be aware of the linguistic environment in which the word or phrase appears. Setting a good context which is interesting, plausible, vivid and has relevance to the lives of the learners, is an essential prerequisite for vocabulary teaching as it helps in both engaging the attention of the learners and naturally generating the target vocabulary through maintaining the context and making sure the language surrounding the context is easy to comprehend, the teacher should start eliciting the target vocabulary (Kumar, 2014). Therefore, in selection of vocabulary, the teacher must be sure that the words or phrases chosen can be incorporated immediately into the students' linguistic range. Stahl (2005) stated: "Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world."

Movies create tangible contexts where students can see how new vocabulary fits in the real world by analyzing movie scripts and scenes.

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## **2-METHODOLOGY**

This section deals with the experimental part of the study. It provides a description of the design of the study, participants, variables of the study, procedure and instruments. Constructing the speaking and the vocabulary pre-test and post-test for both groups, the description of the pre-test and post-test for both groups, Test suitability, the analytic speaking and vocabulary rubrics description. It also includes description of the proposed program used in the present study for the control group and the experimental group, duration of the experiment.

### **3.1 Study design**

The study was based on Krashen's target language Input Hypothesis. The study examined if increasing the quality and quantity of students' vocabulary (input) through using movie scripts as comprehensible input would result in an increase of the quality and quantity of the students' speaking skills (output).

The study adopted the quasi-experimental pre-test- post-test control group design as it was a nonrandomized design.

#### **3.1.1 Variables of the study**

- Independent variable: this referred to the treatment implemented in this study (the tailored activities offered to the experimental group versus the regular instruction received by the control group).
- Dependent variable: This referred to the experimental group students' performance in the speaking post-test

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### **3.2 Participants**

The participants were 30 students at a private educational institute called “YAT learning centers” in 2016 (15 students in the experimental group and 15 students in the control group). I worked for the Academy and I was the instructor of both groups (experimental and control). The sample groups consisted of male and female students ranging in age from 20 to 22 years old with the same proficiency level determined by a proficiency test. Students had to fill in a course application form, to confirm that all students matched the following inclusion criteria:

#### **3.2.1 Inclusion and exclusion criteria**

The following part shows the inclusion and exclusion criteria for selecting the participants:

##### **Inclusion criteria:**

- Students were on the same proficiency level determined by a proficiency test
- Students were Egyptians
- Students never lived in an English speaking country
- Students’ parents’ first language was Arabic
- Students’ first language was Arabic.
- Students were not exposed to any kind of English input outside the classroom.
- Students were aged between 20 to 22 years.
- Students were of the same educational back grounds as only

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college students could join the course.

- Participants agreed on trying movies as a teaching tool in class
- Participants liked English movies

**Exclusion criteria:**

- Age did not correspond to the defined age group
- Refusal to participate in the survey
- Parent's first language was not Arabic.
- Participants could not be committed till the end of the designed program .
- Students' parents' first language was Arabic. However the parents used English to communicate at home.
- Students were Egyptians but lived in an English speaking country

### **3.3 Procedure**

1. Permission was taken from YAT learning centers to conduct the experiment.
2. Constructing a pre-post speaking test and ensuring its validity and reliability.
3. Ensuring the validity of the pre- post-test, and the analytic rubric by subjecting them to a panel of jury specialists.
4. A pilot study of the speaking and vocabulary pre and post-tests was conducted two times before the experiment. Fifteen students were randomly selected each time from YAT academy one month before the treatment to take the test. Students of the pilot study belonged neither to the experimental nor the control group and were excluded from the whole experiment. The purpose of the pilot study was to determine the suitability and the timing of the test.
5. Designing the proposed program for teaching the selected speaking

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skills and selected vocabulary skills also choosing the appropriate movies to be used in class. A panel of judges examines the instruments for content validity

6. Selecting a sample of YAT students and assigning them into a control group and an experimental after answering the questionnaire form to select the participants. Appendix ( 1)

7. Precautions for getting reliable data were taken as a pre-training on pre-test and post-test was designed to familiarize the participants with the test.

8. Administering the pre-test of speaking and vocabulary on both groups to identify their actual level of proficiency before the treatment. (Upper Intermediate level).

9. Implementing the proposed strategy on the experimental group while the control group received regular instruction.

10. Administering the speaking post-test on both groups to measure the effectiveness of the proposed strategy in enhancing the experimental group speaking ability as compared to the control group.

11. Analyzing the results quantitatively and qualitatively.

12. Discussing results, presenting conclusions, recommendations, and suggestions for further research.

### **3.4 Instruments**

The current study made use of six main tools:

- Speaking pre-test.
- Vocabulary pre-test.

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- Speaking post-test.
- Vocabulary post-test.
- Analytic speaking rubric.
- Analytic vocabulary rubric.

### **The purpose of speaking and vocabulary pre-test**

For this research, all participants completed a placement test or a pre-test to determine their English proficiency level in speaking and vocabulary competence before the treatment. The rationale behind such a procedure consisted of three reasons. First, to ensure homogeneity and equality among the two groups, as the study was a quasi-experimental study and so it was necessary to eliminate any inconsistent variables. Second, language proficiency level was found to be crucial in influencing the effect of the treatment. Third, was to evaluate students' level and know their weak points to design the appropriate curriculum for them.

### **The purpose of speaking and vocabulary post-test**

Students of the experimental and the control group took a speaking and a vocabulary post-test. The results of the post-test were calculated and compared at the end of the treatment to check the effect of the proposed program versus textbooks in helping students acquire more vocabulary "input" and improve the selected speaking skills "output".

All results were calculated according to an analytical vocabulary and speaking analytical rubrics.

### **Constructing the speaking and vocabulary pre-tests and post-tests**

- The tests were constructed after reviewing the following resources:
- Previous studies and the literature that dealt with speaking skill tests and vocabulary competence tests.
- Identifying the skills to be measured through analyzing the speaking and the vocabulary rubric.

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- Analyzing the students' course content to identify both the learning objectives to be measured and the content areas to be assessed.
- Online test maker websites showing making test techniques .The tests are adopted from the speaking section of ETS; TOEFL iBT (Volume 2) downloaded from the official website of TOEFL iBT online exams.
- The tests were tailored by the researcher and a panel of jury specialized in the field of teaching English as a foreign language. The jury consisted of five members, three teachers and two professors working for YAT and the jury confirmed the validity of the speaking and vocabulary tests used in this research.

### **3.5.1 Learning objectives of the program**

- By the end of the program, students should be able to:-
- Use English only throughout the conversation without attempting to use Arabic.
- Express herself/himself fluently and spontaneously. Also formulate ideas and opinions.
- Present clear and flowing description or argument in a style appropriate to the context and the audience.
- Speak naturally and spontaneously using appropriate examples and explanations.
- Produce or express finer shades of meaning by varying intonation and place sentence stress correctly in a speech.
- Give appropriate questions and good content in responses to questions.
- Remember and use the learned language in class.
- Deliver sustained and sufficient responses to the tasks. Also check if the speech is generally well developed and coherent; relationships between ideas are clear (or clear progression of ideas).

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### **3.7 EFL program for the control class**

Regarding the control class materials, The participants of the control group studied the upper intermediate level of the conversational textbook “Let’s Talk” which covered the usual topics of family, relationships, work, the future, goals and dreams out, etc. the target language skills were taught through the use of speaking activities, listening to audio tapes and pronunciation was integrated and introduced through the themes. The control group covered the book in detail ,however, the book did not provide a visual image to what students listen to. students are exposed to regular audio tapes combined with fill in the gaps and other activities.

#### **Duration of the experiment**

The experiment took a period of four months or 64 hours including the pre-post-test as I met the students of both groups two times a week and the duration of each class was for two hours. The program was covered through thirty two sessions; each session tackled one unit.

### **3.8 Data analysis**

The data employed in this study was of two types: quantitative (represented in students’ scores in the pretest and post-test) and qualitative (represented in the experimental and the control groups responses or improving in the selected vocabulary and speaking skills in the post-test).

#### **3.8.1 Quantitative analysis**

For the quantitative part, the Statistical Package for the Social Sciences (SPSS) was used to analyze and compare the scores obtained from the pre-post-test. The statistical techniques employed in this study were descriptive and inferential statistics.



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- Mean (M) and Standard Deviation (SD) were calculated using SPSS.
- T-tests for independent samples were obtained to compare the mean scores of the control and experimental groups.
- Paired samples t-tests were conducted to compare the means within the same group.
- To measure the effectiveness of the proposed program on learners' speaking and vocabulary skills accurately, the effect size was calculated using Dunlap's (1994) formula:

$$d = \frac{2t}{\sqrt{d.f}}$$

Where d = **the calculated size effect**, t= the t value, and d.f= **the degrees of freedom**

The referential framework for identifying the effect size of t-values is illustrated in table (1) below:

**Table (1)**

**The Referential Framework for Identifying the Effect Size of t-values**  
**Effect Size Interpretation**

**The Referential Framework for Identifying the Effect Size of t-values**

| Effect Size                 | Interpretation |
|-----------------------------|----------------|
| From 0.2 till less than 0.5 | Small effect   |
| From 0.5 till less than 0.8 | Medium effect  |
| From 0.8 or more            | Large effect   |

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### **3.8.2 Qualitative analysis**

This research followed the suggested vocabulary and speaking rubrics in order to examine the changes in participants' responses of both groups during the post-test. An analysis of the experimental and the control groups responses in the interviews performed in the post-test was carried out. All occurrences and responses for each skill in the speaking and the vocabulary rubrics were located and analyzed.

## **4- RESULTS AND DISCUSSION**

This section aims first at presenting the results of the study in terms of each research hypothesis. Second, an account of the qualitative data analysis is provided at the end.

### **4.1 Quantitative statistical analysis**

1- Before the treatment, a speaking pre-test was administered to the experimental and control groups to ensure if both groups were at the same level of proficiency. In order to compare the mean scores of the two groups on the speaking pre-test, a t-test was applied. Table (2) shows the mean scores of both groups.

#### **Table (2)**

**Test Results of the Speaking Pre-Test Comparing the Control Group and Experimental Group Mean Scores**

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| Group        | N  | M     | S.D | df | T Value | Significance Level                |
|--------------|----|-------|-----|----|---------|-----------------------------------|
| Control      | 15 | 22.07 | 3.5 | 25 | 0.61    | 0.72<br>(not significant at 0.02) |
| Experimental | 15 | 21.73 | 3.6 | 25 | 0.61    | 0.72<br>(not significant at 0.02) |

Table (2) shows that the estimated t-value was 0.61 which is not statistically significant at 0.02 level. Therefore, the two groups were almost at the same level of speaking proficiency before the treatment.

2- Before the treatment, a vocabulary pre-test was administered to the experimental and control groups to ensure if both groups were at the same level of proficiency. In order to compare the mean scores of the two groups on the vocabulary pre-test, a t-test was applied. Table (3) shows the mean scores of the both groups.

**Table (3)**

**Test Results of the vocabulary Pre-Test Comparing the Control Group and Experimental Group Mean Scores**

| Group        | N  | M     | S.D | df | T Value | Significance Level                |
|--------------|----|-------|-----|----|---------|-----------------------------------|
| Control      | 15 | 18.13 | 2.7 | 34 | 0.68    | 0.72<br>(not significant at 0.02) |
| Experimental | 15 | 18.27 | 2.8 | 34 | 0.68    | 0.72<br>(not significant at 0.02) |

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Table (3) shows that the estimated t-value was 0.68 which is not statistically significant at 0.02 level. Therefore, the two groups were almost at the same level of vocabulary competence proficiency before the treatment.

## **Verifying the hypotheses of the research**

### **The First Hypothesis**

“The Experimental group exposed to the suggested program outperforms the Control group receiving regular instruction in overall speaking proficiency in the post-test”.

In order to test the validity of this hypothesis, a t-test was used to compare the mean scores of the two groups on the speaking post- test. The following table describes the results.

See table (4).

### **Table (4)**

#### **t- Test Results of the Speaking Post-Test Comparing the Control and Experimental Group Overall Mean Scores**

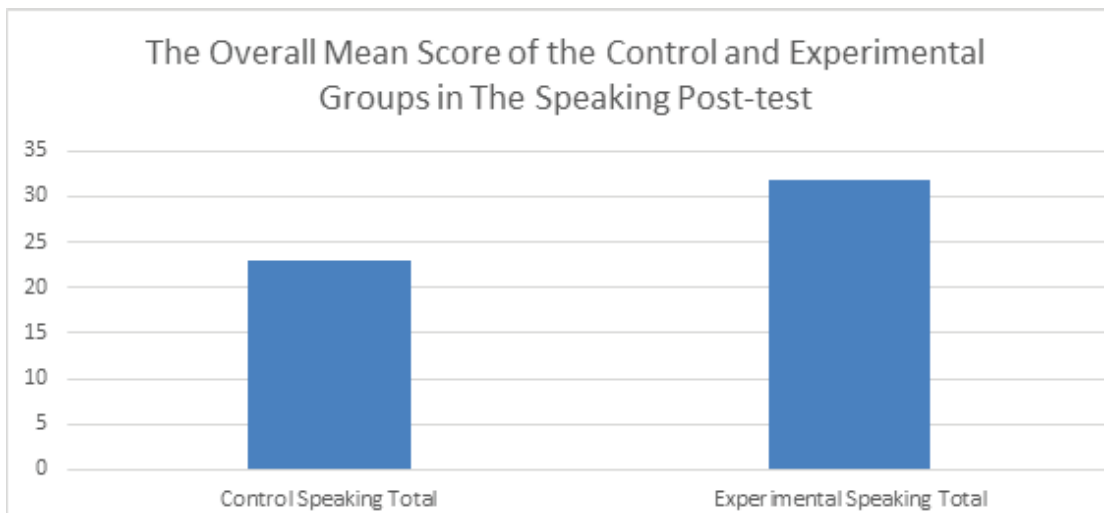
| <b>Group</b>        | <b>N</b>  | <b>M</b>    | <b>S.D</b> | <b>df</b> | <b>T value</b> | <b>Significance Level</b> | <b>Effect Size</b> |
|---------------------|-----------|-------------|------------|-----------|----------------|---------------------------|--------------------|
| <b>Control</b>      | <b>15</b> | <b>23</b>   | <b>2.5</b> | <b>14</b> | <b>15</b>      | <b>0.00</b>               | <b>4.1</b>         |
| <b>Experimental</b> | <b>15</b> | <b>31.8</b> | <b>2.6</b> | <b>14</b> | <b>15</b>      | <b>0.00</b>               | <b>Large</b>       |

Table (4) shows that the calculated t value (15) is statistically significant at 0.00 level and the effect size is (4.1). Thus, it can be concluded that the proposed program has a significant effect on the experimental

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group students' overall speaking performance as compared to that of the control group students. The difference between the control group and experimental group students' ability to speak after the treatment can be illustrated in the following figure.

**Figure (1)**



### **The Second Hypothesis**

The experimental group exposed to the suggested program outperforms the control group receiving regular instruction in overall vocabulary competence post-test.

t- Test was carried out to compare the mean scores of the experimental and control groups with respect to the selected vocabulary skills. Table (5) below describes the results:

**Table (5)**

**t- Test Results of the vocabulary Post-Test Comparing the Mean Scores of the Control and Experimental Groups in vocabulary Competence**

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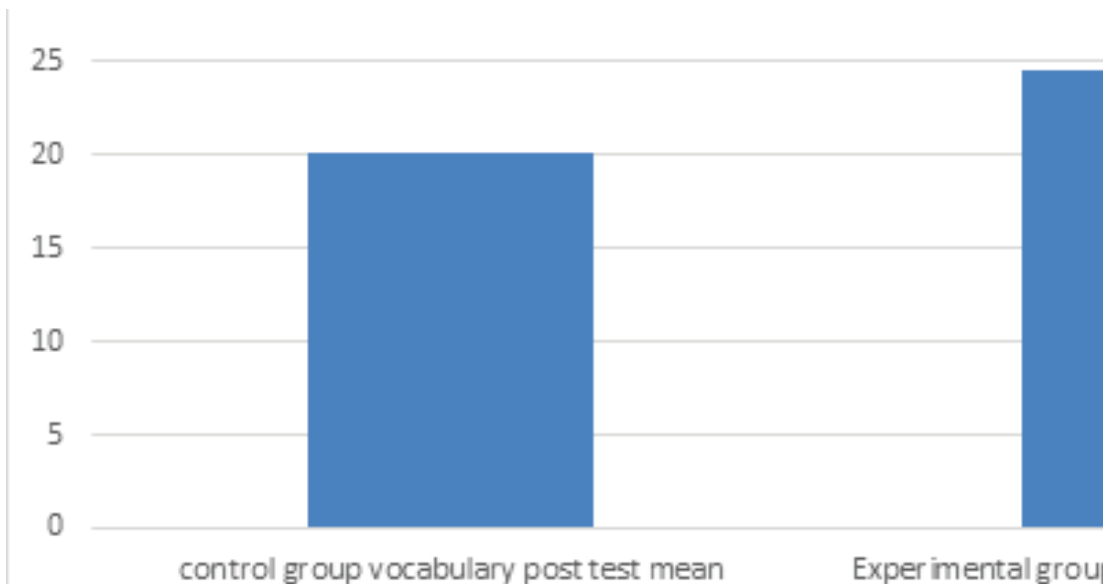
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| Group        | N  | M    | S.D | Df | T value | Significance Level | Effect Size |
|--------------|----|------|-----|----|---------|--------------------|-------------|
| Control      | 15 | 20.1 | 2.1 | 14 | 7.9     | 1.3                | 2.1         |
| Experimental | 15 | 24.5 | 4.8 | 14 | 7.9     | 1.3                | Large       |

Results of the t-tests above prove to be statistically consistent with the hypothesis. The calculated t-value is (7.9) which is significant at 1.3 and the effect size is 2.1. Therefore, it can be said that there is a statistically significant difference between the mean scores of the experimental and control groups on the post-test regarding vocabulary competence in favor of the experimental group.

Moreover, the calculated effect size reveals that the proposed program has a large effect on the experimental group students' vocabulary knowledge as compared to the control group. The difference can be illustrated in the following figure.

Figure (2)



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### The Third Hypothesis

The experimental group mean scores on the post-test exceed their pre-test scores in overall speaking proficiency. A t-test for paired samples was used in order to verify the validity of this hypothesis. The results are shown in Table (6).

**Table (6)**

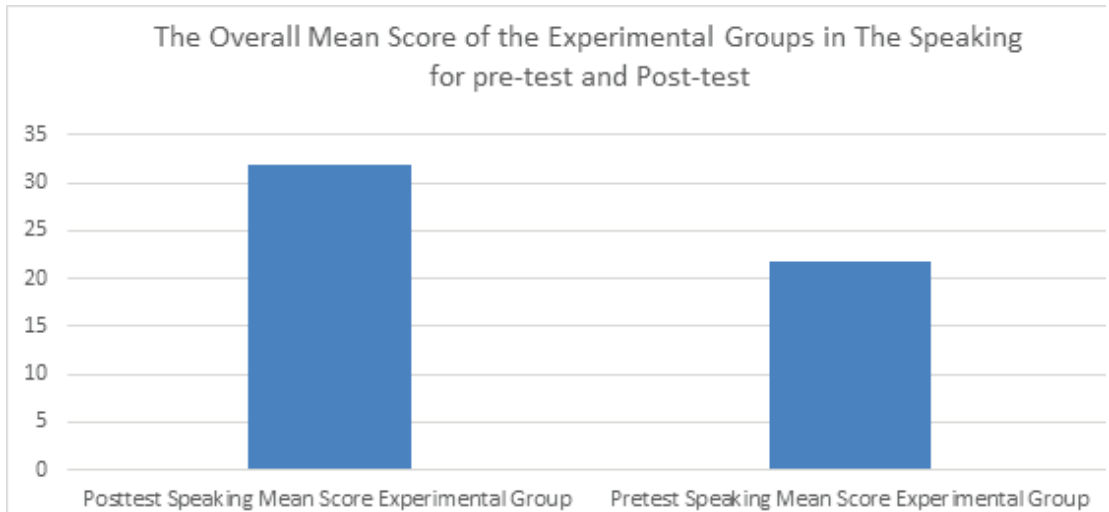
#### **t- Test Results Comparing the Speaking Pre-Test and Post-Test Overall MeanScores of the Experimental Group**

| Experi-<br>mental<br>Group | N  | M    | S.D | df | T<br>value | Signifi-<br>cance<br>Level | Effect<br>Size |
|----------------------------|----|------|-----|----|------------|----------------------------|----------------|
| Pre-test                   | 15 | 21.7 | 2.6 | 14 | 17.5       | 6.1                        | 3.1            |
| Post-test                  | 15 | 31.8 | 3.0 | 14 | 17.5       | 6.1                        | Large          |

The statistical results in the table above clearly show that there is a difference in the performance of the experimental group before and after the treatment as far as overall speaking proficiency is concerned. The estimated t-value (17.5) is statistically significant at 6.1 level and the effect size value is 3.1. Thus, it can be said that the results of the t-test proves to be statistically consistent with the above stated hypothesis. The difference in students' performance can be attributed to the effect of the proposed program. The following figure can illustrate the results.

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**Figure (3)**



### The Fourth Hypothesis

The experimental group mean scores on the post-test exceed the pre-test scores in vocabulary competence.

In order to compare the mean scores of the experimental group before and after the treatment with respect to vocabulary competence, a t-test for paired samples

was executed. The results are displayed in table (7).

**Table (7)**

### t- Test Results Comparing the Pre-Test and the Post-Test Mean Scores of the Experimental Group in Vocabulary Competence

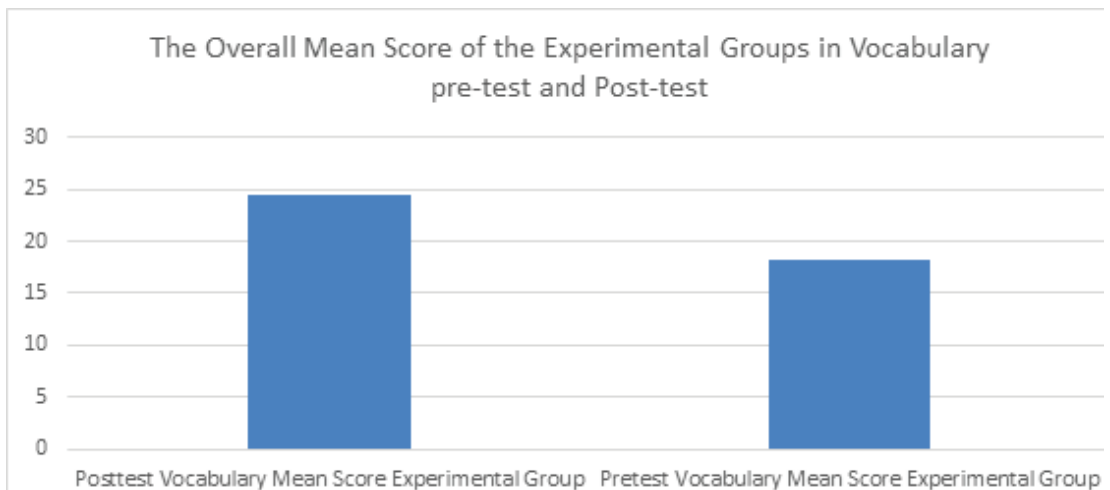
| Experimental Group | N  | M    | S.D | df | T value | Significance Level | Effect Size |
|--------------------|----|------|-----|----|---------|--------------------|-------------|
| Pre-test           | 15 | 18.2 | 2.0 | 14 | 16.3    | 1.6                | 4.3         |
| Post-test          | 15 | 24.5 | 4.8 | 14 | 16.3    | 1.6                | Large       |



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Table (7) shows that there is a statistically significant difference at 1.6 level between the mean scores of the pre-test and the post- test of the experimental group in vocabulary competence in favor of the post-test (t-value is 16.3). The effect size value is 4.3 which proves that the proposed program has a large effect on the experimental group students' Vocabulary Competence. The difference can be illustrated in the following figure.

**Figure (4)**



#### **4.2 Qualitative analysis of students' performance**

As shown above, the results of the quantitative analysis (Tables 4&6) reveal a significant improvement in the selected speaking skills and the speaking level of the experimental group. In order to cross-validate the results of the study, a detailed analysis of the experimental and the control group responses and performance in the speaking post-test was carried out.

The findings of the qualitative data analysis support the quantitative results and suggest that the proposed program had a positive effect on the experimental group speaking level. Also the results prove that

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comprehensible vocabulary input through movies leads to better speaking output results. Such changes and development are not found in the data collected from the control group.

#### **4.2.1 Qualitative analysis of the control group and the experimental**

##### **group speaking performance in the post-test**

Below is a summary of the mean score of the experimental and the control groups performance in each selected speaking skill (Using English Only, Language Comprehension, Spoken Interaction, Spoken Production, Spoken Fluency, Clarity, Phonological Control, Spoken Content, Topic Development)

(Table 8)

**t-Test Results of the Speaking Post-Test Comparing the Control and Experimental Groups in Speaking selected Skills in detail.**

| Speaking Skills       | Control group Speaking post-test mean | Experimental group Speaking post-test mean | t value | Significance Level | df | Effect Size   |
|-----------------------|---------------------------------------|--|---------|--------------------|----|---------------|
| .1-Using English Only | 2.80                                  | 3.60                                       | 3.5     | 0.002              | 18 | 1.64<br>Large |
| 2-Comprehension       | 2.47                                  | 3.20                                       | 2.6     | 0.004              | 18 | 1.57          |
| 3-Spoken Interaction  | 1.53                                  | 3.00                                       | 5.3     | 0.007              | 18 | 1.61<br>Large |
| 4-Spoken Production   | 1.67                                  | 3.47                                       | 5.7     | 0.003              | 18 | 1.98<br>Large |

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|  |      |      |            |              |           |                             |
|--|------|------|------------|--------------|-----------|-----------------------------|
| 5-Spoken Fluency                         | 1.53 | 2.93 | <b>2.9</b> | <b>0.004</b> | <b>18</b> | <b>1.47</b><br><b>Large</b> |
| 6-Clarity                                | 3.20 | 3.53 | <b>1.5</b> | <b>0.002</b> | <b>18</b> | <b>1.75</b><br><b>Large</b> |
| 7-Phonological Control                   | 2.60 | 3.27 | <b>2.8</b> | <b>0.002</b> | <b>18</b> | <b>1.74</b><br><b>Large</b> |
| 8-Content                                | 2.53 | 3.33 | <b>2.4</b> | <b>0.003</b> | <b>18</b> | <b>1.25</b><br><b>Large</b> |
| 9-Background Knowledge from class topics | 2.00 | 3.00 | <b>2.3</b> | <b>0.006</b> | <b>18</b> | <b>1.23</b><br><b>Large</b> |
| 10-Topic Development                     | 2.67 | 3.47 | <b>2.9</b> | <b>0.004</b> | <b>18</b> | <b>1.84</b><br><b>Large</b> |

As shown in Table (8), there are statistically significant differences at 0.02 level between the mean scores of the experimental group students and the control group students on the speaking post- test in favor of the experimental group in the selected speaking skills mentioned above.

#### 4.2.1 Qualitative analysis of the control group and the experimental group vocabulary competence performance in the post-test

Below is a summary of the mean score of the experimental and the control group performance in each selected vocabulary skills (guessing the meaning of new vocabulary, providing word definition, increasing range or lexical repertoire, vocabulary control and lexical accuracy or word choice, using the learned vocabulary in different contexts)

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**(Table 9)**

**t-Test Results of the vocabulary Post-Test Comparing the Control and Experimental Groups in vocabulary competence Skills and performance in detail.**

| <b>Vocabulary competence Skills</b>                              | <b>C o n t r o l group v o c a b u l a r y p o s t - t e s t m e a n</b> | <b>Experimen- tal group v o c a b u l a r y p o s t - t e s t m e a n</b> | <b>t value</b> | <b>Signifi- cance Level</b> | <b>df</b> | <b>Effect Size</b>    |
|--|--|---|----------------|-----------------------------|-----------|-----------------------|
| <b>1. Guessing new vocabulary</b>                                | <b>1.87</b>  | <b>2.67</b>   | <b>2.68</b>    | <b>0.001</b>                | <b>14</b> | <b>1.5<br/>Large</b>  |
| <b>2. Match words to definitions</b>                             | <b>2.93</b>  | <b>3.67</b>   | <b>4.3</b>     | <b>0.002</b>                | <b>14</b> | <b>1.43<br/>Large</b> |
| <b>3. Write definitions</b>                                      | <b>2.13</b>  | <b>3.13</b>   | <b>4.2</b>     | <b>0.001</b>                | <b>14</b> | <b>1.82<br/>Large</b> |
| <b>4. Vocabulary Range</b>                                       | <b>2.33</b>  | <b>3.07</b>   | <b>3.36</b>    | <b>0.003</b>                | <b>14</b> | <b>1.6<br/>Large</b>  |
| <b>5. Vocabulary Control and Lexical Accuracy or Word choice</b> | <b>2.27</b>  | <b>2.73</b>   | <b>2.56</b>    | <b>0.004</b>                | <b>14</b> | <b>1.4<br/>Large</b>  |

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|  |      |      |      |       |    |                      |
|--|------|------|------|-------|----|----------------------|
| <b>6. Vocabulary use in conversation</b> | 2.07 | 2.53 | 2.45 | 0.002 | 14 | 1.62<br><b>Large</b> |
| <b>7. Complete sentences</b>             | 3.20 | 3.53 | 4.8  | 0.001 | 14 | 1.7<br><b>Large</b>  |
| <b>8. Write original sentences</b>       | 3.33 | 3.20 | 3.6  | 0.003 | 14 | 1.68<br><b>Large</b> |

As shown in Table (9), there are statistically significant differences at 0.00 level between the mean scores of the experimental group students and the control group students on the vocabulary post- test in favor of the experimental group in the selected vocabulary skills as mentioned above.

### **4.3 Discussion**

#### **4.3.1 Overall speaking performance**

First, results of the study (Table 4) show that the experimental group students performed

significantly better on the speaking post- test than the control group student.

The analysis of the t-test revealed that  $t=15$ .

Moreover, the t- test results of the speaking post- test comparing the control and experimental groups in the selected speaking skills prove that there is a significant statistical difference at 0.02 level. Also, the calculated

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effect size was “large”.

Second, results of the study (Table 8) show that the experimental group students performed significantly better on the selected speaking skills in the post- test than the control group student. The selected skills are, using English Only, Language Comprehension, Spoken Interaction, Spoken Production, Spoken Fluency, Clarity, Phonological Control, Spoken Content and Topic Development. Moreover, the t- test results of the speaking post- test comparing the control and experimental groups in the selected speaking skills prove that there is significant statistical differences .Also; the calculated effect size is “large” .

These results prove the effectiveness of the proposed program in the development of learner' overall speaking proficiency. As the proposed program provides students with comprehensible vocabulary input through movies to result in better speaking output results. That supports the research first hypothesis as the experimental group exposed to the suggested program outperforms the control group receiving regular instruction in overall speaking proficiency post-test.

third, regarding the results comparing the speaking Pre-Test and Post-Test Overall Scores of the Experimental Group (Table 6), there is statistically significant differences at 6.1 level between the mean scores of the experimental group on the pre- test and post- test in overall speaking proficiency in favor of the post- test scores since  $t=17.5$ . In addition, analysis of the t-tests reveal a great impact on the experimental group students' performance as far as the selected speaking skills are concerned. t- test results comparing the speaking pre-test and post-test mean scores of the experimental group in the selected speaking skills show that the effect size is “large”. These results prove the effectiveness of the proposed program in the development of learner' overall speaking proficiency after the treatment . The proposed program provides students with comprehensible vocabulary input through movies to result in better

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speaking output results. This supports the research third hypothesis as the experimental group mean scores on the post-test exceed their pre-test scores in overall speaking proficiency.

### **4.3.3 Overall vocabulary performance**

First, results of the study (Table 5) show that the experimental group students perform significantly better on the vocabulary post- test than the control group student.

The analysis of the t-test revealed that  $t=7.9$ .

Moreover, the t- test results of the vocabulary post- test comparing the control and experimental groups in the selected vocabulary skills prove that there are significant statistical differences at 1.03 level. Also, the calculated effect size IS “large”.

Second, results of the study (Table 9) show that the experimental group students perform significantly better on the selected vocabulary competence skills in the post- test than the control group student. The selected skills are (Guessing the meaning of new vocabulary, providing word definition, increasing range or lexical repertoire, vocabulary control and lexical accuracy or word choice, using the learned vocabulary in different contexts). Moreover, the t- test results of the vocabulary post- test comparing the control and experimental groups in the selected vocabulary competence skills prove that there is significant statistical differences .Also; the calculated effect size is “large” .

These results prove the effectiveness of the proposed program in the development of the learner’s overall vocabulary proficiency, which supports the research second hypothesis as the experimental group exposed to the suggested program outperforms the control group receiving regular instruction in overall vocabulary competence post-test.

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Third, regarding the Results Comparing the vocabulary Pre-Test and Post-Test Overall Scores of the Experimental Group (Table 7), there is statistically significant differences at 1.6 level between the mean scores of the experimental group on the pre- test and post- test in overall vocabulary proficiency in favor of the post- test scores since  $t=16.3$ . In addition, analysis of the t-tests reveal a great impact on the experimental group students' performance as far as the selected vocabulary skills are concerned. t- test results comparing the vocabulary pre-test and post-test mean scores of the experimental group in the selected vocabulary skills show that the effect size is "large". These results prove the effectiveness of the proposed program in the development of learner' overall vocabulary proficiency after the treatment. This supports the research fourth hypothesis as the experimental group mean scores on the post-test exceed the pre-test scores in vocabulary competence.

## **5- CONCLUSION**

This section presents a summary of the main findings of the study. Also, it provides conclusions and offers a set of implications and suggestions for further research.

### **5.1 Summary of the main findings**

The proposed program proves to be effective in improving EFL participants' performance in speaking skills and vocabulary competence. The results of the study support the four research hypotheses as follows:

1- There is a statistically significant difference at 0.00 level between the mean scores of the experimental group exposed to the proposed program and the control group receiving regular instruction on the post-test in overall speaking proficiency in favor of the experimental group. Moreover, there are statistically significant differences at 0.00 level between the



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mean scores of the experimental group participants and the control group participants on the speaking post- test in favor of the experimental group regarding the following selected speaking skills (Using English Only , Language Comprehension, Spoken Interaction , Spoken Production ,Spoken Fluency ,Clarity, Phonological Control , Spoken Content, Topic Development)

2- There is a statistically significant difference at 0.02 level between the mean scores of the experimental group and the control group on the post-test in vocabulary competence in favor of the experimental group. Moreover, there are statistically significant differences at 0.02 level between the mean scores of the experimental group students and the control group participants on the vocabulary post- test in favor of the experimental group regarding the following selected vocabulary skills (guessing the meaning of new vocabulary, providing word definition, increasing range or lexical repertoire, vocabulary control and lexical accuracy or word choice, using the learned vocabulary in different contexts)

3- There is a statistically significant difference at 0.02 level between the mean scores of the experimental group on the speaking pre-test and post-test in overall speaking proficiency in favor of the post-test scores.

4-There is a statistically significant difference between the mean scores of the experimental group on the pre-test and the post-test in vocabulary competence in favor of the post-test scores.

### **5.3 Implications of the study**

The current study offers solutions and an alternative methodology to traditional teaching methods as the audio-lingual method. The study shows that movies can be used as an alternative to traditional teaching methods by providing comprehensible vocabulary input to result in better speaking output. Teachers and institutions are highly advised to adjust

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their teaching material as comprehensible authentic materials should be integrated into the EFL curriculum since learners may have different learning strategies; it is wise to use different teaching methods. The implications of using audio-visual technologies such as movies boost the English language proficiency of non-native learners. Accordingly, it is suggested that greater exposure to audio-visual technologies, such as movies, can lead to growth in second language acquisition to a significant extent in non-native English language learning environments, moreover it should be quite the contrary in classrooms as using movies in class holds great potentials in ESL learning context if applied carefully. The thesis tries to change the old impression that using movies in class is an opportunity to pass time.

The research tried to change participants' impression about the language, that they do not have to be in class and they can learn simply by watching one movie every day.. Participants do not use English in daily life Therefore, acquiring the language ability would be a little challenging so participants must be patient, well-disciplined and have much more time for practicing. That may lead them to achieve their goal.

#### **5.4 Limitations of the study**

The findings of the current thesis should be interpreted in light of its limitations.

First, the study is restricted to a group of 30 participants only (15 in control group and

15 in experimental group). However, the proposed program could still be widely applicable to a larger population.

Second, the program was applied within a limited duration of time (four months). In future research, it is advisable to carry out similar

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experimental studies over a longer period of time in order to reach more accurate and reliable results.

Third, for the scope and purpose of this thesis, only two language skills were paid attention to (Vocabulary competence and speaking skills). However, future research needs to discuss and tackle more language skills such as listening skills, writing skills, reading skills and Grammar competence.

Fourth, regarding the choice of video, this research examined only one kind of video (i.e., Movies). Another video genre (e.g., a documentary) might have produced different results. It must also be emphasized that the video based materials in the present study were designed for an intermediate-level so the study didn't measure the effect of using authentic materials for beginners.

### **5.5 Suggestions for further research**

In light of the present research results, further research is required to explore the effectiveness of different authentic materials in other language skills (Reading, writing, and listening), to investigate the effectiveness of the proposed program on other populations and over a longer period of time. Movies were not made for educational purposes so they include real life speeches also participants get to see how words are pronounced and expressed more naturally and how intonation and body language are used to deliver complicated messages in a speech. Further studies can examine if Movies help participants pick up natural and accurate intonations in asking questions, expressing emotions like anger or excitement, varied intonation and place sentence stress correctly in order to express finer shades of meaning.

Further research can examine the effect of using Arabic subtitles or no subtitles at all on the participants' language output. Or if teachers

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should present the whole movie in class or presents scenes of different movies. A further study can be conducted over a year or more to examine if participants keep watching at least one movie every day for a long time, they will acquire big chunks of the language and the culture also. For example, learning suprasegmentals is new for many students, a longer period of time is required to learn and practice more. They need time to practice listening through movies continuously. Besides, suprasegmentals cannot be studied in isolation; they come together with segments in spoken language. As a result, participants need to understand that watching movies to learn English is supposed to be a habit.

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