متطلبات التنمية الحقيقية في ليبيا

تحت شعار

من أجل تنمية شاملة و مستدامة في ليبيا

Requirements for Real Development in Libya

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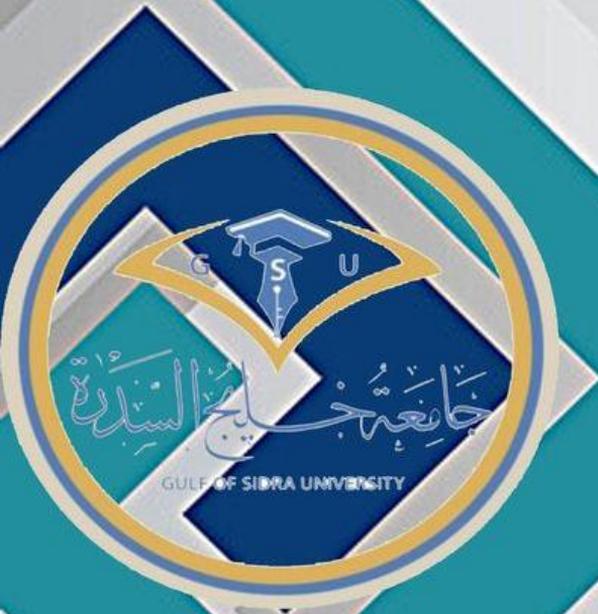# جامعة خليج السدرة - بن جواد

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

﴿ يَرْفَعِ اللَّهُ الَّذِينَ ءَامَنُواْ مِنكُمْ وَالَّذِينَ أُوتُواْ الْعِلْمَ دَرَجَـٰتٍ ﴾

صَدَقَ اللَّهُ العَظِيمُ

المجادلة من الآية (11).

Non-Captioned English Films in Refining Speaking Skill: Exploring Students' Perceptions in the University of Sirte, Libya

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Abstract

Speaking proficiency requires comprehensive, interactive communication within the language the student is acquiring. A large body of research has been conducted debating the unprecedented initiative of using non-captioned English films in learning the language as an authentic method. The aforementioned approach is mainly perceived as a mean of leisure; however, it has been noted that English language learners are establishing a serious attitude towards non pedagogical methods by involving real-life dialogues in the manifestation of non-captioned English films; helping them develop a sense of environmental ambience. Being the first of its kind to have taken place in the university, this study has been conducted to investigate students' perceptions in the department of English language, Sirte university, on whether non-captioned English films can contribute in refining their speaking skill. The methods used were open-ended questionnaire and semi-structured individual interview. This study came to the conclusion that on lacking English environmental content and being receptive learners most of the time; research sample gave credence that as a utility meant entirely to fulfill other needs, English language films can be regarded an aid where they can improve the speaking skill; hence, imitate and practice the language unrestrictedly. With a sensible amount of exposure and an appropriate content, non-captioned English films can deliver a sense of environmental exposure to the target language that students lack due to mainly interacting in mother tongue.

Keywords: *Non_captioned; Films; Perceptions; English; Speaking; Skill.*

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1. Introduction

The approaches used to refine learners' speaking skill has been a topic of growing interest among researchers, lack of interactive communication has been suggested as a cause that students' performance in the aforementioned productive skill does not meet the standard of the competence yielded in the past years of learning the language "one of the problems that non-native English language learners face is the lack of interaction in the language at home, school, or neighborhood; which is generally understood to boost language learning through providing the necessary language input for spoken language learning." (Bahrani & Tam, 2011; Bahrani & Tam, 2012; Li, 2009) (quoted in Khan, 2015:46). In line of that view, non-captioned English films can be suggested as an approach to be taken into consideration to enhance learners' speaking skill. The research questions which guide this study are:

1. What are students' perceptions on using non-captained English films in enhancing speaking skill?

2. To what extent can non-captained English films help in refining students' speaking skill?

Lack of cultural content involvement, eagerness for learning when English language is only taught as a subject, being mostly exposed to written assignments, and being frequently taught in a manner of theoretical materials are critical causes that lead to neglecting students' other needs in producing a comprehensible output or being able to interact freely and with no constraints (Jha, 2014). Reviewing these obstacles, involving cultural content in the form of English films is suggested to help learners improve the speaking skill, and as the first study of its kind to be conducted in the department of English language in the university of Sirte, this research investigates students' perceptions of using non-captioned English films in enhancing speaking skills.

2. Review of Literature

2.1 speaking characteristic

It is universally acknowledged that speaking skill is a crucial aspect when acquiring a language; therefore, distinguished theories are conducted on learners' ability to interact comprehensively. As Richard and Rodger (1999:69) maintained, communicative

approach in language teaching starts from a theory of language as communication. The goal of language teaching is to develop communicative competence; however, in communicative competence as argued by Savignon (2000) it is insufficient to solely understand the structural elements of a language if not being able to use it appropriately in several social interactions. The prime mover of Comprehensible Output (CO henceforth) hypothesis Swain (1993) elucidates his theory as we acquire language by trying and failing to form comprehensible sentences, then eventually the form of our statements will be uttered correctly, and the interaction process will be clear to both speaker and conversational partner. According to Swain (1993) in CO hypothesis, language production within a meaningful context and through interaction provides the opportunity for linguistics' resources which lead to language use "syntactic processing" where students pay more attention to syntax, and for "testing out hypotheses" in order to see the linguistic features that work; however, as Krashen (1982) believes the CO theory is connected to the so-called interaction hypothesis, the interaction hypothesis sheds the light on language acquisition, interaction and communication.

2.2 Non-captioned English films in improving speaking skill

The abundance of nowadays English films had entertainment industries caption them to satisfy their audience. The latter have found harmony within these films as one approach to learn the target language. Gannon (1981) defined Captions as displaying a text on a television screen or any other display to interpret or transcribe the dialogue to the language spoken or another language. Notwithstanding researchers' agreement on captioned films being a good source for students' comprehensive and communicative skills' improvements: (Koskinen et al, 1993; Zanon, 2006; Winke et al, 2010; Hayati & Mohammadi, 2009; Stewart & Pertusa, 2004), apprehension was expressed regarding students' attention split when exposed to captioned. As Danan (2004:67) maintained, in the aspiration to learn a language from films, students and teachers were alarmed that captions tend to inspire students' to "rely mainly on the written texts, taking attention away from the actual spoken language, and fostered a form of laziness bordering on cheating;" parallel to that, Mayer,

Heinser & Lonn (2001) concluded that captions can be an element of distraction to students for the fact they carry the films' speech and translate it into texts; therefore, it might be invalid to the process of watching a film and learning a language simultaneously. "A straightforward implication of the cognitive theory of multi-media learning is the split-attention hypothesis, which states that when words are presented visually learners must split their visual attention between the on-screen text and the animation, thereby failing to adequately attend to some of the presented material."

3.Methodology
3.1 Research Design and Study sample
The researchers used open-ended questionnaires and semi-structured interviews. 20 students were chosen from the advanced semesters (6th, 7th and 8th) due to lack of proficiency. Coding analysis of qualitative data analysis was used to fulfill the study's aims.

3.2 Research Methods:
The data was collected through two methods, the first method was open-ended questionnaire to answer the question regarding students' perceptions of using non-captioned English films in refining speaking skill. To validate students' perspectives and offer insights on the extent to which films can help refine the speaking skill, a second method was used: semi-structured interviews based on an illustrative medium: two segments of an English-speaking film entitled 'Life-Size', nine minutes for each segment. Upon watching both clips, tape recording was used to collect the data, permission was granted ahead. 7 students were interviewed, 6 females and 1 male. The duration of the interviews varied between 8-14 minutes.

3.3 Data Analysis:
As defined by Saldana (2009:3) "A code in qualitative inquiry is most often a word or short phrase that assigns a salient, essence-capturing, attribute for a portion of language-based or visual data." The researchers assigned codes (colors) to data themes. From the collected data, the researchers arranged the data into related

themes (the coding or the color). Due to the answers' parallelism in both questions and interviews, discussion and analysis data have been combined and divided into the following coded themes: Comprehensible Language Within a Context. Cultural Content Involvement, Stimulation of Content. One theme emerged from the interview data collection and was analyzed according to which, solely: Enhancing Speaking Skill.

4. Discussion and Results:

Four major themes emerged from the answers provided by the participants. They were color coded as follow:

4.1 Comprehensible language within a context

When asking the participants whether they are familiar with non-captioned English films, the answers were resemblant in quantity as they maintained familiarity with non-captioned films twice or thrice in nonchalant occasions. Upon asking them of the simplicity and difficulty of the language used, this question was asked to provide an insight into the students' capacity in obtaining a comprehensible input from spoken native context, they concurred that it was somewhat understandable; nevertheless, they have allowed that some words are complicated and new to their verbal background; despite that, when the students were presented with both clips of the film, they were able to understand the storyline well. To quote Goldstein and Driver (2014) "Films are an *[sic]* ideal ways of engaging the students and being adventurous in second language learning at the same time, and teachers could go back over particular clips of the film to give attention to specific phrases or expressions." (quoted in Khan 2015:47). According to the participants, the language was clear and understandable to some extent, and all agreed that the new words they confronted did not hinder the comprehension process; thus, and on a large extent, all students concurred rather strongly that if watched frequently, non-captioned films can become a critical approach in helping them develop new words, use the words in making cohering sentences; therefore, enhancing the speaking skill. In a study conducted by Chapple and Curtis (2002) entitled Content-based Instruction in Hong Kong: Students Response to Film System, revealed that using films in the classroom introduce students to a variety of rich source of vocabulary and context, and that using

English films can be considered a proper teaching method inside the classroom.

4.2 Cultural content involvement

On asking the participants of the possible advantages and disadvantages of including an English language film segment inside the classroom, most students agreed that including cultural content will help them develop a sense of exposure into native speaking environment that they lack as EFL learners. The participants added that on frequent watching, it will help them attain the accent and develop new words which lead to correct syntactical structures of comprehensive sentences. Five students stated that films will make the classes more enjoyable to attend and learn simultaneously; however, they were slightly reluctant that students may focus on the story of the film rather than the language; nonetheless, they believe films should be varied in genres and recommend moderate duration; consequently, students will not feel bored or lose the real target, which is enhancing speaking skill. The students were asked about perspectives on including an English film segment in the department, many of whom were completely in favor of the argument and believed it is interesting for students to make acquaintance with native language nature. The importance of providing cultural content into the classroom is evident, it can help compensate traditional teaching deficiencies, which helps students use the language in an authentic environment (Li & Wang, 2015). "If the role of the culture in the materials is just to create learner interest towards contents and thus towards language, this is highly desirable." (Mckay, 2000:7).

4.3 Stimulation of content

The participants were asked about films' genres that can be entertaining and educational simultaneously. The answers varied, most of which agreed on the importance of the variety of genres to satisfy individual differences. A student maintained the shorter the film, the better. She also stated the voices ought to be clear for understanding. The majority of students concurred that comedy is the best genre for learning, stating that an interesting plot and a simple language are suitable for learners, unlike action films particularly, which can contain offensive dialogues and scenes. In

a study conducted by Wu, et al (2010) on the effect of movie viewing on learning English as a foreign language, the researchers came to the conclusion that students prefer comedies because of the funny and interesting elements a comedy film contains, which would bring laughter and relaxation into the classroom; therefore, avidity will be insured; however, few participants argued that watching action films, which usually contain adventurous and intriguing plots, help them follow and understand the story. One student maintained that scientific films are good in learning because they have a meaningful purpose and difficult terminology they need to be familiar with. Li & Wang (2015:1907) asserted "interest is the best teacher. Once the learning interest *[sic]* formed, it will enable students to produce a strong desire to learn actively. The theory of cognitive psychology speaking, combining the images with words accords with the law of cognition and language learning;" furthermore, when they have been asked if they enjoyed watching the clips, the interviewees thought both clips were interesting and stimulus, most of them were eager to watch the rest of the film. An arising point of view from one of the participants explained that film duration should not be too long; otherwise, the learner would arguably lose interest, neither should it be too short. It is advised the film be considerable in terms of length and duration.

4.4 Enhancing speaking skill

The students were asked whether non-captioned English films can help enhance their speaking skill, most students answered positively. On asking to further explain, one student stated that when watching a film, they focus on the way the actor speaks and the phrases used, then try to imitate and interact using the learnt phrases. Another student agreed that films generate a comprehensible input, helping students produce a comprehensible output. Other students highlighted that films help them in identifying new words, they would translate the words into the source language then try to put them in sentences and interact. On watching the two clips, the interviewees were asked to give a summary of the clips, this question was asked to evaluate students' ability to speak and interact upon watching a non-captioned English film. Benson (1993) argued that when watching English films, learners may develop a sense of independent learning as

they will try to absorb the input, then try to imitate and produce an output. (quoted in Li & Wang 2015:1907). It is noted the interviewees used linking words to connect the sentences such as (and, also, but, because, when, so, then) they also used personal phrases such as (I think, I believe) and sequence phrases such as (at the beginning, after that, at the end, finally). The language used was simple, clear and lacking complicated or excessive words, one student replaced the actual word stated in the film 'doll' with 'game', which can be ascribed to students' shortage of apt vocabulary. When the student was informed about the correct word and that it has been mentioned in the film, they stated that it is difficult to learn new words immediately when heard for the first time; however, on frequent watching they could be able to obtain new words, especially if they were mentioned anew. Another student highlighted that non-captioned films are more valuable in improving speaking skill as captions can be a distraction where they can learn the language just by reading the captions and without having to listen to the dialogue, this point was approved by another student who believed when watching captioned films, it interrupts the learning process as they will have to split their attention between the language spoken and the captions.

5. Conclusion

The main purpose of this study was to explore students' insights towards non-captioned English films regarding refining the speaking skill in the department of English language in Sirte university. The students who have been interviewed and were summoned an open ended questionnaire concurred that, with a sensible amount of exposure and an appropriate content, non-captioned films can deliver a sense of environmental exposure to the target language that students lack due to the environment where they mainly interact using mother tongue, Arabic. The participants answers' revealed a good amount of techniques that can be used with non-captioned English films to enhance the aforementioned skill, such examples are obtaining new words, understanding the meaning of which then using the words in sentences; furthermore, imitating the actors' pace of speech and how words are pronounced. The findings of this study affirm

students' predilection towards using non-captioned English films in refining the speaking skill.

5.1 Limitation and Suggestion For further research
Due to compulsory political circumstances in the university of Sirte, the researchers of this study were unable to generalize the data of the participants' perceptions and views. Limited time was a critical issue, for the fact researchers were aiming for statistical findings which can not be obtained without administrating a pre and a post test; therefore, recommendation for imminent researchers to hold pre and post tests to measure the accuracy of non-captioned English films' in refining speaking skill; furthermore, exploring non-captioned English films' impact improving the other skills: reading, writing and listening, is advised.

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