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**Faculty of Letters and Languages**  
**Department of English Language**



# **The Use of History Movies to Enhance EFL Students' Civilization Understanding**

The Case Study of Master One Students at  
The Department of English-University of Laghouat

A Dissertation Submitted in Partial Fulfillment of the Requirements of the  
Master Degree in English Literature and Civilization.

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## ***DEDICATION***

Djaber Souad

This dissertation is dedicated to the memory of my father Djaber Taher. Although he was my inspiration to pursue my master degree, he was unable to see my graduation. This is for him.

I dedicate this work and give special thanks to my mother Kheira Mouaffak who encouraged me to pursue my dreams and finish my dissertation.

To my sisters and Brothers and my beloved ones.

Thank you to my academic supervisor Dr. Houda Boumediene who guided me in this process.

## *DEDICATION*

Bouziani Lina

This dissertation is dedicated to my parents Amel Bouziani and Ahmed Bouziani whose unwavering belief in me has been a source of strength and motivation.

I also dedicate this work to my only sister and brothers, the late nights spent in discussion and the work spirit we fostered will forever be cherished.

To my cousin Nouha Ziregue.

To my friends and beloved ones.

And special thanks to my supervisor Dr. Houda Boumediene for her guidance, you have been a pillar of support and inspiration.

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**Abstract:**

Technology integration has become widely spread across a range of fields, including teaching history, to help teachers incorporate new approaches and achieve educational objectives. Therefore, the present study was conducted to evaluate technology-based instruction using historical movies as an educational tool in learning /teaching EFL history to Master 01 students at the University of Amar Thelidji, the specific objectives include introducing and exploring the effects of technology to enhance historical understanding, using historical movies to enlarge the student's experience with history. In this study, two research instruments were used, a questionnaire with master 01 students followed by a semi structured interview addressed to 5 teachers. The study's findings support the claim that students have benefited from using historical films and are becoming more engaged in the process by demonstrating how well they work as a tool for enhancing history learning. Additionally, this tool enables learners to facilitate and reinforce their history studies as well as teachers to combine online content and activities with face-to-face instruction. Based on the findings of this study, the use of historical movies in history classes provides a starting point for further investigation into the integration of historical movies in traditional settings in order to effectively apply online content in a way that supports the teaching and learning process.

**Keywords:** civilization, history movies, ICT

**List of Abbreviations:**

<b>EFL</b>	English as Foreign Language
<b>ESL</b>	English as Second Language.
<b>MOOC</b>	Massive Open Online Course.
<b>ED TECH</b>	Education Technology.
<b>TEFL</b>	Teaching English as a Foreign Language.

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# General Introduction

### **Background of the Study:**

In every aspect of modern life, technology is there. Mobile devices and other forms of technology are frequently used by students as study aids. There are several techniques made available online to give students fresh learning experiences in all modules, especially in history class, which they typically find boring. Therefore, historical movies are one of the best internet resources that may greatly aid students in learning history.

The proper use of technology provides an effective understanding of history which the students can find very helpful. Integrating technology into education plays a decisive role in students' development especially historical movies. Rampersad (2001) conducted a study on how students' interest, motivation and engagement in modern studies were affected by the integration of technology. Again, the use of technology movies in specific help to create a helpful environment which the students are more interested and motivated for such classes. Understanding history entails not only the ability to memorize dates and events, but also it requires living history. To achieve this, students need to watch historical movies and series

### **Statement of the Problem:**

The influence that Technology made over the world in general and education in particular affects the traditional ways. These days, relying only on traditional resources is not enough, people and mostly students are spending their entire day in their computers or mobile devices trying to get to know other people's culture and lifestyle. For this very reason, we do not expect this new digital generation to adopt to traditional ways of learning history. In that regard, integrating new resources like historical movies in learning history seems to have a great trial on students learning and can be used as a tool to motivate both students and teachers in living and reviving the past. However, teachers are required to know how can they tie historical

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movies to their classroom content, and students have to know how can they use this new tool to enhance their historical understanding.

### *Aim of the Study:*

This study is intended to introduce and explore the effects of Technology to enhance historical understanding, using historical movies to enlarge the students' experience with history. The purpose is to examine the effectiveness of Historical Movies as tool in the course of teaching history, and to investigate the effects of using this tool on students' understanding of history. Accordingly, the study is to achieve certain objectives: Raising the teachers and student's awareness about the fact that historical movies can provide students with helpful ways to understand complex problems in history. Stressing the importance of using movies in order to limit the complexity of historical activities and investigating the impact of using this technique for master one students.

### **The Research questions:**

The dissertation is meant to answer the following questions:

- 1/ to what extent do historical movies help students to enhance their historical understanding?
- 2/ what are the attitudes and perceptions of both teachers and students towards integrating historical movies in classrooms?

### **Hypotheses:**

This dissertation hypothesis the following hypotheses:

#### **Hypothesis01:**

Movies can be extremely helpful when it comes to history, since it allows them to use their thinking skills on discovering the facts behind the historical events.

#### **Hypothesis02:**

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Both teachers and students believe that using movies is an effective way to fully grasp lessons.

### **Literature Review:**

Azmi (2017) found that there are various areas where people can learn about living history, such as museums, archaeological sites, and reenactments. However, implementing these learning methods in the classroom can be very time consuming and challenging. With the advent of technological developments learning about living history can be done through historical movies. Also, making movies has become a practical and flexible way to learn. It allows students to make their learning more interactive, as it can be played on various devices and software. Learning about living history through movies is done according to seven steps. These include choosing the movie, preparing an instrument, watching the movie, understanding the sharing of the movie, and making a conclusion.

Reynaud Daniel (2008) stated that the most useful use of historical films is not so much as documents about the events themselves, but rather as documents about the significance of the events for the culture that produced the films. Although American films depicting the Civil War or the Vietnam War may not be reliable sources for facts or chronology, they are intriguing reflections of how Americans felt about those conflicts at the time the films were being produced. Similar to this, movies depicting the Convict Era or Gallipoli may tell us more about the significance of these events to Australians than they may about the time period itself. The history or English teacher will invite the class to think about how a movie treats its subject. What interpretation does it provide of the incident? How does it link historical problems to contemporary issues? Older historical films frequently depict changes in societal attitudes. Compare, for instance, how ethnic minorities and gender roles are portrayed in older movies. They provide illuminating proof of historical evolution. Movies also provide interpretations of events' emotional significance; which history frequently cannot explain due to a lack of

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supporting data. Films can be an interesting approach to learn sometimes dull historiography and textuality, as part of the curriculum demands students to analyze issues of bias and representation and challenge the nature of evidence.

Derelioglu (2010) stated that movies should be used as a tool which students can use in order to investigate, evaluate and examine various historical understanding. Meanwhile students should create their own historical knowledge which is based on the conclusions drawn from the evidence. Rosenstone said that the visual media have become arguably the chief carrier of historical messages in our culture.

Tapelea (2011) explained that teaching history is not an easy thing for the teachers as well as the right use of images, documentaries and videos too. Also, he mentioned that teachers who have studied the principles of modern education know how students can get attracted by videos and movies in order to understand historical events in which they can actively engage with their lessons. In other words, visualising and evaluating movies and images students can enrich and refresh their memory and develop their own understanding. However, it is a difficult task to do for both teachers and students since the need of a lot of practice and with proficiency and guidance of teachers the results would be well deserved.

### **Methodology:**

Any research needs a suitable method to be followed as well as the correct way of collecting the data. For this reason, this work adopted a qualitative approach based on a descriptive method to investigate the effect of using historical movies to enhance historical understanding. To investigate and collect data, an online questionnaire was addressed EFL students of master 1 and a semi structured interview to /with EFL teachers, in the department of English at Amar Thelidji University.

### **The Structure of The Dissertation:**

This research paper is divided into three chapters, the first chapter is devoted to teaching History. The second chapter tackles the use of Historical movies. Finally, yet importantly, the third chapter is dedicated to the analysis of the use of historical movies in classes of history.

## **Chapter One: Teaching History**

### **1.1 Defining the Word History**

### **1.2. History and Language Teaching**

### **1.3. The Historical Background of Teaching History**

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##### **1.8.2.a. The Debate Method**

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##### **1.8.2.c. The Simulation Method**

### **1.9. The Significance of Learning English through History**

### **1.10. The Instructor's Role in Teaching History**

### **Introduction:**

Using history in classroom may revive the past, making students to use their critical thinking about real life issues. In that regard, methods and studies about the use of history in the field of English Language Teaching (ELT) are constantly evolving. This chapter makes an effort to solicit opinions from researchers concerning the teaching of history. By doing so, we'll discuss some concepts of history, how it relates to teaching languages, and the origins of teaching history. The importance of and justifications for including history in English language instruction are then covered. Then, well-known methods, models, and approaches for teaching history are examined. This is followed by a discussion of the connection between historical knowledge and language proficiency.

### **1.1 Defining the Word History :**

The word history came from the Greek word “historia” which means “story” in English. Originally, the Greek term historia” denoted both the process of inquiry and the information that comes as a result. From there, it is only a short distance to the accounts of events that one may construct through research. It can also refer to a story or chronicle of the past. A compilation of countless tales about the past told by numerous individuals.

Accordingly, Nehru stated “History is the story of Man’s struggle through the ages against Nature and the elements; against wild beasts and the jungle and some of his own kind who have tried to keep him down and to exploit him for their own benefit.”.

Thus, according to the quote given above, history is a major record of historical occurrences, an important tale of humanity that tells what occurred to man and why it happened. Consequently, John Tosh stated that History is collective memory, a repository of experience that helps individuals form an understanding of their social identities and hopes for the future. From these definitions, we might conclude that history is crucial to the process of altering our

lives and that reading makes it simple for individuals to connect with the past. Reading and history can both have a significant impact on people's views and behaviors, thereby advancing our intellectual and personal development.

### **1.2. History and Language Teaching:**

History is anchored in language, and language gives life to history. Nobody can dispute the fact that they are strongly related. Through spoken or written language, we can communicate with one another on a wide range of topics. That is how history is preserved via writing or speech. Without languages, it would be impossible to understand what happened during a particular period in time. Moreover, History should be used with students because it is a good source of material for encouraging students in EFL classes. Accordingly, Datta (2017) states that “Studying history does more than just teach students about the past; It also obliges them to think critically, to process large amounts of information and make sense of conflicting analyses “.

Furthermore, history makes EFL students understand the culture and politics of that language for the reason that language history is closely related to the politics and culture of its speakers. For instance, the current press coverage of the territory of Catalunya in northeastern Spain is a result of its efforts to split from the rest of the country. Speaking Catalan was forbidden under Francisco Franco's dictatorship from 1939 to 1975, as anyone studying Spanish or Catalan history will discover. The fight for Catalunya's independence now heavily relies on the language. Consequently, history plays an important role in the field of teaching foreign language in which it should be integrated into the language teaching curriculum.

### **1.3. The Historical Background of Teaching History:**

Black (2011) states that” History is one of the classical subjects that schools teach. Before that, history was a very selective knowledge, only taught to the prince that would inherit the

crowns, and history books were closed in a special library labelled ‘ad usum delphini’”. According to Black (2011), For a very long time, the goal of history instruction in Western nations was to create loyal individuals. As a result, history lessons in schools had to cover both the national narrative and moral instruction. After World War II in Europe, this idea was questioned, which resulted in significant modifications in the methods used to teach history. The 1960s and 1970s saw the most significant developments (like in many other spheres of life). Furthermore, National history predominated in the curricula during the 1960s, but no longer from a moral perspective; in fact, this had to be avoided. The majority of the content in the textbooks was narrative, with sources primarily serving as illustrations. In the 1970s, textbooks started to present more sources and less narrative, and students had to start using sources to learn by doing. Consequently, Students today study history to learn about and comprehend the forces, movements, and events that have influenced the world they live in. They accomplish this by using sources to build specific skills—the talents of the historian—and the curriculum once more serves an ethical purpose by fusing history and citizenship. Along with learning about the history, students are also learning about democratic citizenship and tolerance. This transition has necessitated significant adjustments in teaching strategies as well as curriculum, which must now include more current history.

### **1.4. Teaching History in EFL Classes:**

Teaching history in ESL classes is one of the most important components of language instruction since it develops students' critical thinking abilities and personalities by having them experience the past. It also improves language structure and proficiency.

Additionally, language and culture have always been related, one cannot learn a language without studying its culture. Language is a component of culture, and culture is a component of language; the two are inextricably intertwined, and separating them would diminish the importance of both language and culture Brown (2007).

Likewise, Datta (2017) argues that It is simpler for others to control us when we lack critical thinking abilities, historical and cultural knowledge, and these things. Studying history, foreign languages, and cultures does not have to be impractical because it gives students the skills they need to be engaged, knowledgeable, and active citizens of the world.

Moreover, Sean M (2016) demonstrates that teaching history benefits the students with many linguistic skills such as reading and writing, he states that Reading and writing skills are improved via history. Since history uses many of the same methods as English classes while also adding a few more, it is comparable to English classes in many respects for the development of reading and writing skills. Reading various sources, such as documents, letters, or even novels, is a key component of studying history because it allows us to identify themes, patterns, motifs, and other qualities that provide insight into the past. Similar to the English student's assignment, but with additional political and social change layers that have influenced modern society. Also, History teaches us to read deeply and write well because writing is the vehicle through which the fascinating discoveries and astute observations of the history student are communicated.

### **1.5. Reasons behind teaching History:**

For a number of reasons, teaching history is crucial in the subject of English language learning. It was used to teach the four skills as well as language components like grammar and vocabulary. Using history as a teaching tool has two advantages. The first advantage relates to

the ability for students to distinguish between fact and fiction and this can be developed through history education. The second advantage concerns encouraging the students to develop logical skepticism Wineburg (2018). Therefore, according to Nuttall (2021), History education is now more necessary than ever for both the individual and society at large, especially in the post-truth era of "fake news" and unrestricted access to knowledge and misinformation.

Moreover, Fordham (2016) believes that in order to thoroughly comprehend concepts like "slavery," "peasant," "parliament," and "revolution," much more is needed than just a dictionary description. The study of history helps history learners better understand these ideas by illuminating and giving them more meaning.

Thus, history is a subject that teaches pupils to think critically. Since it has provided excellent opportunity for students to efficiently acquire the language, history is frequently employed in language teaching. The importance of history in language teaching is therefore crucial.

### **1.6. Models of Teaching History:**

The way that history incorporates various student learning goals has constantly progressed. In order to achieve those objectives for teaching history, teachers employ a variety of techniques and strategies. These methods and strategies could be different from history as a source, a topic, or a body of knowledge.

Accordingly, Nasib (2017) stated that models are crucial in the teaching and learning of history for the fact that they have three important features. First, they serve as a representation of the genuine item, which might not be accessible or might be too large to bring into the classroom. Second, they enrich the explanation of an object with context and realism. Thirdly, they add interest to the learning process.

There are many models that are widely used in the teaching of history and are considered to be the best ones for effectively handling historical content

Consequently, this chapter will be dedicated to treating three types of teaching models in history classes namely: The Factual Model, The Cause and Effect Model, and The Concept Model...

### **1.6.1. The Factual Model:**

The Factual Model is one of the most commonly used in history teaching classroom, as it encourages the students in understanding the historical events in which they happened during a particular period of time.

Accordingly, Tahadmin (2016) defines The Factual Model as a model that “teaches about the events, such as the dates, the key players, and the locations. Instruction focuses on the historical events. Students are expected to be able to recall facts about the events” for example, teachers could explain to students that World War I took place in such-and-such years, that some nations supported one side while others supported the other, that a great number of people perished, and that significant battles took place in various locations. Then, using the same kinds of data, teachers of history teach about World War II.

### **1.6.2. The Cause and Effect Model:**

This model is known for its importance in the process of teaching history. It Discusses the events in terms of how they relate to earlier incidents. It is expected of students to draw conclusions and link various events Tahadmin (2016), for instance, Teachers might explain to students how Germany's post-World War I economic challenges contributed to the growth of the National Socialist German Workers' Party and, ultimately, to World War II.

Furthermore, Caitlyn (2017) contributed to this model by declaring that students need to learn how to think about cause and effect because it might highlight various viewpoints. For instance, many people might have varying opinions about what actually caused World War I. Students who comprehend cause and effect may evaluate the daily events they encounter. Students gain

experience in analyzing situations to determine why they occur and how they might have gone differently through the analysis needed in using this concept in the history classroom.

### **1.6.3. The Concept Model:**

Tahadmin (2016) states that this model is famous for providing a framework for learning history, a reason to study our past, and the ability to apply what we learn. It works by Explaining historical ideas and illustrating them with a study of historical events. “Students are expected to apply concepts to other events and show how those other events demonstrate concepts”. Pupils are also expected to develop concepts and recognize different events that either indicate or do not support the concept.

Furthermore, Tahadmin (2016) sets the example of: Students might learn how the National Socialist German Workers' Party emerged as a result of the economic hardships Germany had after World War I, then teachers might also highlight how the Occupy Wall Street and Tea Party movements illustrate the same idea.

### **1.7. Approaches to Teach History:**

Teachers must consider the best way to teach history after gaining a grasp of its nature. How should history be taught to students so they can develop historical thinking abilities? Which approach, then, is the most successful in imparting historical thinking? This suggests that in addition to teaching historical content, teaching historical thinking abilities that go beyond just teaching historical content is also necessary. Williams (2016)

Furthermore, trying to fit such a massive body of knowledge into a single school year can be one of the biggest problems for history teachers. In that regard, history teachers must use approaches to teach history to make learning more useful and entertaining for students while simultaneously adhering to educational standards. In recent years, two approaches have been used: The Chronological Approach and The Thematic Approach.

#### **1.7.1. The Chronological Approach:**

In line with what its name implies, the chronological approach involves studying history from one time period to the next. This implies that a history course might focus on 200 years of American or global history, whereas a different course might encompass thousands of years, from the Stone Age to the Middle Ages. Williams (2016) states that “among the advantages of the chronological approach are developing chronological thinking, developing historical thinking skills, like cause-effect, clearer starting and ending points – Periodization”.

Furthermore, some history teachers may find the chronological approach to be preferable for the simple reason that students anticipate the lesson plans to go in a regular fashion. Also, it enables teachers to lay a foundation in one unit on which to build the next. For instance, they move from the Civil War to Reconstruction.

### **1.7.2. The Thematic Approach:**

The Thematic approach avoids a chronological progression through time. Instead, it advocates taking a comprehensive look to the events, people, movements, and ideas that have influenced the world across time.

Moreover, A thematic curriculum is separated into units. Each unit has a subject, and the topic can be from any historical era the class studies. Williams (2016) demonstrates that “the thematic approach emphasizes perspectives or points of view, emphasizes themes and concepts, It is not restricted by “time” (periodization) and relevance to present is easier established when it is used.

Thus, new teachers frequently choose the thematic approach since it can seem to stimulate students' interest in the subject and aids in their understanding of historical connections within the proper context.

### **1.8. Methods of Teaching History:**

Bertrand Russell stated that the matter of instructional methods and the spirit in which teaching is presented is more crucial than the subject. Thus, Methods are used to create a suitable learning

environment for both teachers and students. There are a variety of methods that are widely used in the teaching of history and are considered to be the best ones for effectively handling historical events and figures (n.d)

Consequently, this chapter will be dedicated to treating two categories of teaching methods in history classes namely: the teacher centered learning methods and the student active learning methods.

### **1.8.1. The Teacher Centered Learning Methods:**

Students who participate in teacher-centered education completely concentrate on the teacher. The students only hear the teacher speak. The classroom stays organized when learning is teacher-centered. The class is silent, and the teacher maintains complete control over all of the activities. Under a teacher-centered learning method, instructors serve as the primary authorities Jyothish K (2021).

Furthermore, the first phase in the process is to determine the goals and objectives, or "what to teach." The teacher must then choose "how to teach." In order to make learning effective and engaging, the teacher chooses the methods and resources to use after deciding on the subject matter to be taught Jay Prakash (n.d). Consequently, there are three famous methods in this category which are, the lecture Method, the story telling Method and the biographical Method.

#### **1.8.1.a. The Lecture Method:**

While instructing pupils in history, the lecture technique is crucial. A lecture is an oral presentation designed to inform or instruct listeners on a specific topic (Protocnik,2017). With this teaching style, students' only role is to listen and occasionally take notes during lectures in order to organize and combine the knowledge. Large amounts of material can be covered in a

single class hour, which is one of the lecture method of teaching's key benefits Jyothish K (2021).

Moreover, according to Okai et al (n.d), When the lecture method must be employed, the instructor should adhere to the following guidelines: the teacher of history has to utilize illustrative resources, slow down when delivering the lesson, allow additional questions and responses from the pupils. Also, the teacher of history should be less formal by removing all seriousness from his/her voice, tone, and other distracting learning qualities. Constantly be alert for signs of restlessness, boredom, and disorientation, and make any required adjustments. After the lecture, the historical teacher might give the students an assignment, and mark their work right away.

### **1.8.1.b. The Story Telling Method:**

According to Jyothish K (2021) People will remember stories much longer than facts or figures. A teacher may guarantee that every concept they teach will be remembered for years to come if they develop their storytelling skills. As long as there has been people, stories have been told. It is among the best methods for expressing a crucial truth to another person. It serves as the link between the two people. It provides context, meaning, and insight in a world that is frequently chaotic and disorderly. Because of this, teachers who want to connect with their pupils must use tales.

Furthermore, children are naturally drawn to stories. Initially, stories were used to present history. Tales may provide pupils great joy, expand their imagination, and strengthen their creative abilities.

### **1.8.1.c. The Biographical Method:**

Biography is a challenging way to explore new worlds in the classroom. The study of historical eras and geographic locations that a teacher may be unfamiliar with can be introduced to

through biography and autobiography. Reading the biographies of historical figures makes history lessons enjoyable for students. It makes them approachable and understandable, whether they are kings, presidents, slaves, colonials, or their owners, political prisoners, or combative clergy. Warren. (n.d)

Moreover, Jyothish K (2021) finds that the biographical technique can be used to teach history as significant events alter the lives of notable people. These are organized chronologically to highlight the honorable agreements made by famous people. Its main benefits include giving students a natural interest, instilling moral and social virtues, and being straightforward and encouraging.

Warren (n.d) provided an example to the way students understand from this method which is as follows, Students can learn that Malcolm X's *Autobiography of Malcolm X* (New York: Ballantine, 1979) is a good resource for introducing the topic of race relations in the United States in the 1960s, that Charles Darwin's life story reveals more about Victorian England than it does about evolution, and that a biography or movie about Eleanor Roosevelt takes us through the first 70 years of this American century.

### **1.8.2. The Student-Centered Active Learning Methods:**

Arthur W et all March (1987) explained that "Learning is not a spectator sport. Students do not learn much just by sitting in class listening to teachers, memorizing prepackaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, apply it to their daily lives. They must make what they learn part of themselves."

In recent years, teachers are more leaning towards engaging students in the learning process as modern researches shows that students learn effectively when they are engaged in the learning atmosphere. Consequently, there are two simple strategies to encourage active

learning. The first strategy is a mini lecture structure, in which the teacher speaks for ten to twenty minutes about a particular subject before pausing to give the class a chance to review their notes, identify any gaps, and collaborate with other students to fill them in. The second one is active listening lectures, when students simply listen to a lecture without taking notes and then, after ten to twenty minutes, collaborate with a classmate or small group to recollect, elaborate, and discuss the lecture's subject matter.

Thus, there are various methods that ensure engaging students in the history class, among them are, The debate method, The demonstration method, The simulation method.

### **1.8.2.a. The Debate Method:**

With this method, the students will actively engage in the learning process in an effort to increase their knowledge, comprehension, or interpretation of the subject at hand. The full class may participate in discussions that are either teacher- or student-led. The instructor may assign a topic for discussion to the class, and the students will work in groups to debate it. By doing so, students will grasp the issue through the discussion Simbarashe Chiwanga. (n.d)

Furthermore, Jyothish K (2021) suggested an example of this method which is, the history instructor may ask the class to discuss the issue, "Who were Aryans? Where did the original Aryans come from? The class might first be divided into two distinct groups. Finally, readings and background information supporting a certain historical interpretation of the Aryan Problem should be supplied to each group. The teacher would next facilitate a debate between the two groups. Thus, the debate method would encourage students to think critically.

Consequently, teachers of history must consider the following elements to improve the debate. To establish a focus, a problem must be identified that is relevant to the entire class. To ensure complete and active engagement, the teacher should instruct the students to read all relevant sources of information. group leaders have to be chosen. Also, the history instructor

has to set ground rules for the conversation, guide the students rather than taking the lead, however, both parties should contribute. Then, a summary of the key points raised must be written. Together, the teacher and the students should complete this.

### **1.8.2.b. The Simulation Method:**

When students enroll in history classes, they instantly anticipate a dull experience with little opportunity for creative presentation of the historical material. However, by using this method, students will engage with the material both physically and emotionally.

Moreover, Jyothish K (2021) explains this method as “Simulation learning is the process where students study a historical topic in a Simulated Learning Environment (SLE) before studying actual textbook”. This method works by asking students to recreate certain historical incidents in order to learn historical lessons. Also, Okai et all (n.d) provided a set of steps to follow when the teacher of history decides to work with this method. Firstly, the teacher should clearly state the goal and talk about it with the students. Secondly, a simple model of the game/drama that shows the elements/characters to be simulated must be established by the teacher. Thirdly, each player's specific position must be identified. Fourthly, the teacher should decide on the guidelines, circumstances, and time frame.

Furthermore, dramatization is one method of historical simulation. For instance, students can act out historical events like the Benin Massacre, the Igala-Benin Wars, the Jukun-Wukari Wars, and the military takeover of power in the early 1960s. Okai et all (n.d). Jyothish K (2021) sets another example of this method as follows, a simulation might involve having a class act out the "Round Table Conferences 1931," with each student playing a different historical participant.

Thus, teachers should note that the simulation method cannot be employed alone. It can only be used with other instructional methods, such as the previously mentioned lecture and discussion methods. Okai et all (n.d)

### **1.8.2.c. The Demonstration Method:**

This method serves as an example of both doing and showing. The primary means of communication in this system are sight and touch, not hearing. To help the students, this method blends telling, showing, and doing. Not only This method is essential for quickly developing core knowledge and practice, but also it is a fundamental method for teaching students new skills and fostering knowledge. Therefore, The Demonstration method is crucial for convincing pupils to accept new and improved methods of accomplishing things Okai et all. (n.d)

Furthermore, Okai et all explain that a demonstration method ensures that learners actively participate in the learning process, which has the following benefits. The teacher's position does not entail a monopoly. When the majority of their senses—their ability to hear, see, touch, and even smell—are engaged, learners quickly understand the meaning of the idea being taught.

Consequently, Jyothish K (2021) provided an example of this method as follows, a student in the group might represent the USA or the USSR during a lesson on "Bi Polar Politics after the Second World War." The students would then present their nation's viewpoints and policies to the class.

Some educationists tend to categorize teaching methods in a variety of ways, such as conventional versus modern techniques and learner-centered versus teacher-centered methods. However, it's crucial to remember that the skilled teacher employs a variety of methods because no single method can be said to be the ideal for every teaching circumstance. The goals, aptitude, and personality of the students in the class, as well as the topic being covered, all

influence how well teaching methods work. Therefore, it is preferable to be familiar with and proficient in some of the formal teaching methods. Okai et all (n.d)

### **1.9. The Significance of Learning English through History:**

When learning a language, history is crucial. Because gaining an awareness of cultural background—including history, literature, and lifestyle encourages language fluency and allows learners to immerse themselves in the language. If not, the learner might as well continue with a machine translation that is incomprehensible and stare at pictures of people in books.

Furthermore, without studying history, students are unable to comprehend terms like "slavery," "peasant," "parliament," and "revolution." History teaches the fourth skills necessary to acquire a language. The first skill is reading, EFL students can read books about what happened in the past with the native Indians, what happened in the colonies between the French and the British settlers. The second skill is listening, students can listen to stories of famous explorers in the past and how they wrote diaries about exploring other lands. The third skill is writing, students can write about the differences in the lifestyle in the past and in the present. The last one is speaking, students can speak about their opinions about historical issues with their colleagues or teachers. With developing these skills through history, the English language is then learned.

Consequently, Students can develop their critical thinking, reasoning, and understanding of problems and developments in all their facets by studying history. The only way to develop a clear understanding of the world and to be able to value both one's own opinions and those of others who may have differing viewpoints is via historical thinking. Not only the study of history broadens students' understanding and awareness of the world, but it also provides the framework for helpful dialogue and objectivity in problem-solving. Okai et all (n.d)

### **1.10. The Instructor's Role in Teaching History:**

Hmelo-silver, (2002, 2004) stated that the function of a teacher is to support students' learning, not to impart information or solutions. As a facilitator, the teacher provides feedback to students, coaches them, and gradually removes scaffolding as students gain expertise. However, Due to the abstract nature of the subject, teaching history can be difficult. The past cannot be physically recreated and reexamined for authenticity, and the reasons why decisions were made cannot be physically investigated and scrutinized. Boadu (2015). For this very reason, history teacher needs to follow certain ways in order to be effective when delivering historical problems.

Additionally, Mohamad et all (n.d) conducted a systematic review on history teachers practices towards teaching values accros the curriculum, they found that the history teacher roles can be categorised into three roles. The first one is called teacher knowledge, as stated by Wansink et al. (2017), the contribution historical knowledge makes to raising students' moral awareness should be emphasized by history teachers. The second role is identified as history teaching skills, teachers must promote historical thinking abilities and encourage students to think critically. In order to help students to better comprehend history and gain from the past, history teachers must be able to cultivate students' interest in historical events. ledman (2015). The last role is known as teacher aattitudes, where Brooks' (2014) demonstrates that history teachers believe that advising students and discussing problems with them will enhance their interest in the moral principles covered in the curriculum.

Consequently, the teacher has a significant impact on how the students perceive and understand history in the classroom. To encourage his students to attend class, he must create an environment that is suited for them. Hence, in order for students to learn and study history effectively, the instructor should encourage both their involvement and interactions with historical events as well as their interactions with other students. Kim 2004).

### **Conclusion:**

One vital and significant component of language teaching is the teaching of history. The students are exposed to a variety of cultures, ideas, and knowledge that may improve their ability to think critically. Teaching history has a crucial part in inspiring students to learn and acquire new language. Also, it gives the students excellent opportunities to practice and advance the four primary language skills, which are seen as the primary goals of EFL courses. In order to secure their students' understandings and to hold their interest, teachers must use effective techniques that involve the use of a variety of approaches in a variety of contexts and circumstances. For this very reason, teachers can rely on technology to help them accomplish their educational objectives. History movies are a useful tool that will make it easier to teach history and learn a new language.

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**2.1. Introduction**

**2.2. Definition of Technology**

**2.3. The Use of Technology in EFL classes**

**2.4. Approaches to Use Technology in EFL classes**

**2.4.1. Movie Based Approach**

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**2.9. The Effectiveness of Historical Movies in Enhancing historical understanding**

**2.10. Conclusion**

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### **2.1. Introduction:**

The use of technology in EFL classes has revolutionized the way teachers deliver instructions, as well as the way student learn. Traditional teaching methods are being replaced with more interactive approaches and online collaborative activities. Historical movies are one of these interactive approaches which are used in teaching civilization. These movies offer a unique opportunity to immerse students in the language and culture of the period being depicted, providing an authentic context for language learning, in addition to the visual and emotional experience that can help students understand complex historical events and concepts. This chapter represents the effectiveness of using historical movies in teaching civilization and exploring their impact on students learning outcomes.

### **2.2. Definition of Technology:**

Technology is a broad and complex concept that encompasses a wide range of tools, processes and systems that are designed to help solve problems, facilitate human activities, and can be evaluated based on how and why individuals behave. Educational technology encompasses a broad definition of technology, which includes not only machines and hardware but also systems, organization, methods and techniques enhance the quality of life. At its core, technology is the application of scientific knowledge, skills and resources to create new products services, and solutions that address societal needs and challenges. the development and use of technology have had a profound impact on human society, changing the way we live. Equally important, Educational Technology sometimes termed as ED TECH which refers to the systematic application of scientific knowledge and technical resources which facilitate both teaching and learning ED TECH professionals work at the intersection of education and technology, using their knowledge of educational theory, instructional design and technology to develop effective and engaging learning experiences for students of all ages. The primary

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goal of ED TECH is to improve educational outcomes and increase access to high quality learning opportunities through the use of technology.

Thus, Abdul kalam (2004) stated that technology in education can be defined as a range of tools that have the potential to improve student learning and can be evaluated based on how and why individuals behave. Educational technology encompasses a broad definition of technology, which includes not only machines and hardware but also systems, organization, methods and techniques.

### **2.3. The Use of Technology in EFL Classes:**

Dudenev & Hockly, stated (2007) that English language technology began to be used centuries ago if we consider the blackboard as a technological tool. However, many researchers claimed that the use of technology in EFL classes started in the 1950s. According to Dudenev and Hockly (2007), tape records and videos have been utilized in classrooms globally. Since the 1960s and 1970s, and continue to be used today since the introduction of the first generation of personal computers in the 1980s, technology has rapidly progressed, resulting in the emergence of new teaching methodologies and resources for English language instructions. This development coupled with advancements in technology during the 1980s and 1990s, facilitated a shift toward communicative language teaching that placed greater emphasis on authentic interaction with the language. Consequently, the past few decades have seen significant changes in the approach to teaching English, largely due to technology.

In this fragment, Beetham & Sharpe discussed the significance of integrating technology into English language education. They argue that while technology plays a crucial role, it is challenging to ascertain that it contributes to the success of all learning processes.

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Rosicka & Mayerova (2014) stated that the purpose of the new era of education is to make generations active participants in their societies with the implementation of technology. Specifically, in EFL classes, technology provides a variety of tools and resources that can enhance language learning and teaching providing opportunities for students to engage with language in new and exciting ways. In particular, the use of digital media such videos, podcasts and interactive online activities has become more common, allowing students to practice their listening, writing, reading and speaking skills in a more dynamic and immersive environment.

In this regard, Basheer (2014) believed that each technological tool has its specific benefits and application with one of the four language parts “p.111. Consequently, Basheer has organized the technological tools around the learning skills:

- a) Listening skills: computers broadcasting, CD-players and tap- recorders.
- b) Reading skills: reading -based programs, Multimedia software, Browsing the internet, electronic dictionaries
- c) Writing skills: emails, internet text-chatting
- d) Speaking skills: internet voice chatting, speed synthesis programs

However, Carrier (2017) classifies another technological tool into the following categories:

- a) Input technologies, which use technology tools to show students new learning materials, such as interactive whiteboards, projectors and virtual reality headset.
- b) Interactive technologies, which include devices and software that empower students to produce language and interact with material, such as online quizzes, video-conferencing.
- c) Portable technologies, such as phones, tablets, voting devices, head-mounted displays and others.

Furthermore, technology can provide more personalized and adaptive learning experiences, tailoring content and activities to individual students needs and learning styles. Teachers on the

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other hand play an essential role in guiding and facilitating the use of technology, ensuring that it is used in a way that aligns with their pedagogical goals and objectives. They select appropriate tools and resources that align with the learning outcomes and needs of their students. This requires a deep understanding of the capabilities and limitations of different technologies, as well as the correct understanding of their students' learning needs and preferences

### **2.4. Approaches to Use Technology in EFL Classes:**

Nowadays, technology can offer numerous benefits in terms of enhancing learning experiences and providing access to a wealth of resources and materials it also requires careful consideration and planning to ensure that is used effectively and appropriately in the learning environment. Therefore, educators must explore different approaches to using technology in EFL classes to determine the most effective ways to incorporate digital tools and resources into their teaching methods.

#### **2.4.1. Movie Based Approach:**

Casper et al. (2003), suggested that incorporating movies in the curriculum can serve as a robust strategy to illustrate course material, visualize concepts and theories, enhance student participation and cultivate thinking and analytical abilities. Thus, offering both emotional and intellectual experiences, movies have a significant benefit. Studies conducted by Salmon (1979) discovered that when presented in both verbal and visual form, individuals learn new, unique and complex ideas more easily.

To explain more, Movie based approach involves using movies as a teaching tool to enhance learning and engage students in their classrooms. It can include activities such as watching movies, analyzing film elements, discussing themes

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and messages and creating film-related projects. This approach can bring learning to life and provide a visual representation of abstract or complex concepts making them more accessible and understandable for students.

### **2.4.2. Online Courses and MOOCs Approach:**

According to Brown (2013), the term online refers to the accessibility of courses via an internet connection, enabling participants to interact synchronously and asynchronously from anywhere in the world. Additionally, MOOCs offer blended learning options, which allow learners to experience both online and face to face instructions (Stewart, 2013). It may include recorded lectures, assignments, as well as communication tools such as discussion forums emails and video conferencing.

Course on the other hand, refers to the academic syllabus to be delivered to learners which can have feedback, objectives, activities and networking tools (Allen & Seaman, 2013).

Massive Open Online Course: (MOOCs) is a type of online course that is designed to be open and accessible to a large number of participants from around the world. MOOCs provide online learning materials such as video lectures, readings and quizzes which are designed to provide high-quality educational content to a wide audience, and they often feature well-known instructors or experts in their field. MOOCs often provide learners with the flexibility to study at their own space and engage more with other learners from all over the world. According to Chengjie (2015) MOOC as teaching model has many advantages among them:

High quality courses

1. Flexibility
2. Availability
3. Interactivity

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### **2.4.3. Flipped Classroom Approach :**

The flipped classroom approach flipped classroom, students first learn new material outside of class, typically through watching recorded lectures or reading materials provided by the instructor. This allows students to learn at their own pace and provides them with more control over their learning experience. Class time is then used for active learning, such as group discussions, problem-solving exercises, and hands-on activities, which allow students to apply and reinforce their understanding of the material. In a flipped classroom, the instructor serves as a facilitator or coach rather than a lecturer, providing guidance and feedback to students as they work through the material. The flipped classroom approach has several benefits; increasing student engagement, improving learning outcomes, and greater flexibility in scheduling. It can also help to personalize learning for individual students and foster a more collaborative and interactive learning environment.

### **2.5. An Overview of Historical Movies:**

Historical movies are films that are based on historical events, people or places. They can be a valuable source of entertainment and education, as they can provide viewers with a glimpse into different periods of history and the people of history and the people who lived during those times.

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Historical movies can be categorized into different genres, such as biographical films, period dramas, historical epics and war movies. Historical movies are an important cultural artifact that provide a window into the past and allow students to explore different aspects of human history. They can be a valuable source of education, entertainment and cultural heritage as they showcase the diversity and richness of human experience throughout the different periods and civilization. Many historical movies are set in ancient civilizations such as Egypt Greece, and Rome and provide a glimpse into the social, political and cultural norms of those times. These movies can help us understand the origins of many modern concepts, such as democracy, law and philosophy. Other historical movies are set in more recent periods such as the Renaissance, the Enlightenment and Industrial Revolution. Moreover, historical movies can also be used to explore the complexities and nuances of historical events and figures to spark conversations and debates about important issues and themes from the past. By watching these historical movies students can engage with different perspectives and interpretations of history and gain a deeper appreciation for the ways in which historical events have shaped the world we live in today. For example, movies set in ancient civilization such as China or India can provide insights into the customs, traditions and belief systems of those cultures.

In other words, the reliance on digital technology has made printed sources less exclusive for exploring and interpreting the past. As a result, new modes of historical interpretation, such as virtual reality stimulation, online museums and historical movies have gained popularity and influence. History education has also adapted to this trend by incorporating a variety of multimodal sources in their teaching programs. Donnelly (2014a).

### **2.6. Purpose of Using Historical Movies as a tool in Teaching Civilization:**

Many EFL students at our university face obstacles during their civilization classes. They suffer from the difficulties of memorizing dates and events. So, integrating historical movies as an element for teaching civilization have many advantages. Historical movies can provide a visual

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representation of the culture, customs and historical events of a particular society. This can help students to develop a better understanding and appreciation of the civilization being studied. One of the main important benefits of using historical movies to teach civilization to EFL students is that it can make the learning process and experience more engaging and interactive. Students are able to see the concepts they are learning come to life in a way that is more interesting and memorable than simply reading about them in a textbook. More importantly, it can help to develop student's critical thinking skills, as they watch movies they can analyze and evaluate the events and characters portrayed, and compare them to historical accounts or primary sources. This can help students to understand the complexities of historical events and to develop a more nuanced view of history. Furthermore, historical movies can be used to spark discussions and debates in the classroom. After watching a movie, teachers can prompt students to discuss and debate the events, characters and themes depicted in the film. This can help students to develop their critical thinking and communication skills as well as deepen their understanding of the material. By this, the synoptic model, its purposes pathways by which the filmic product can be embedded and utilized in the development of historical understanding. This model is divided into three domains: The viewing juncture, school life pedagogies, and world life.

### The Synoptic Model:

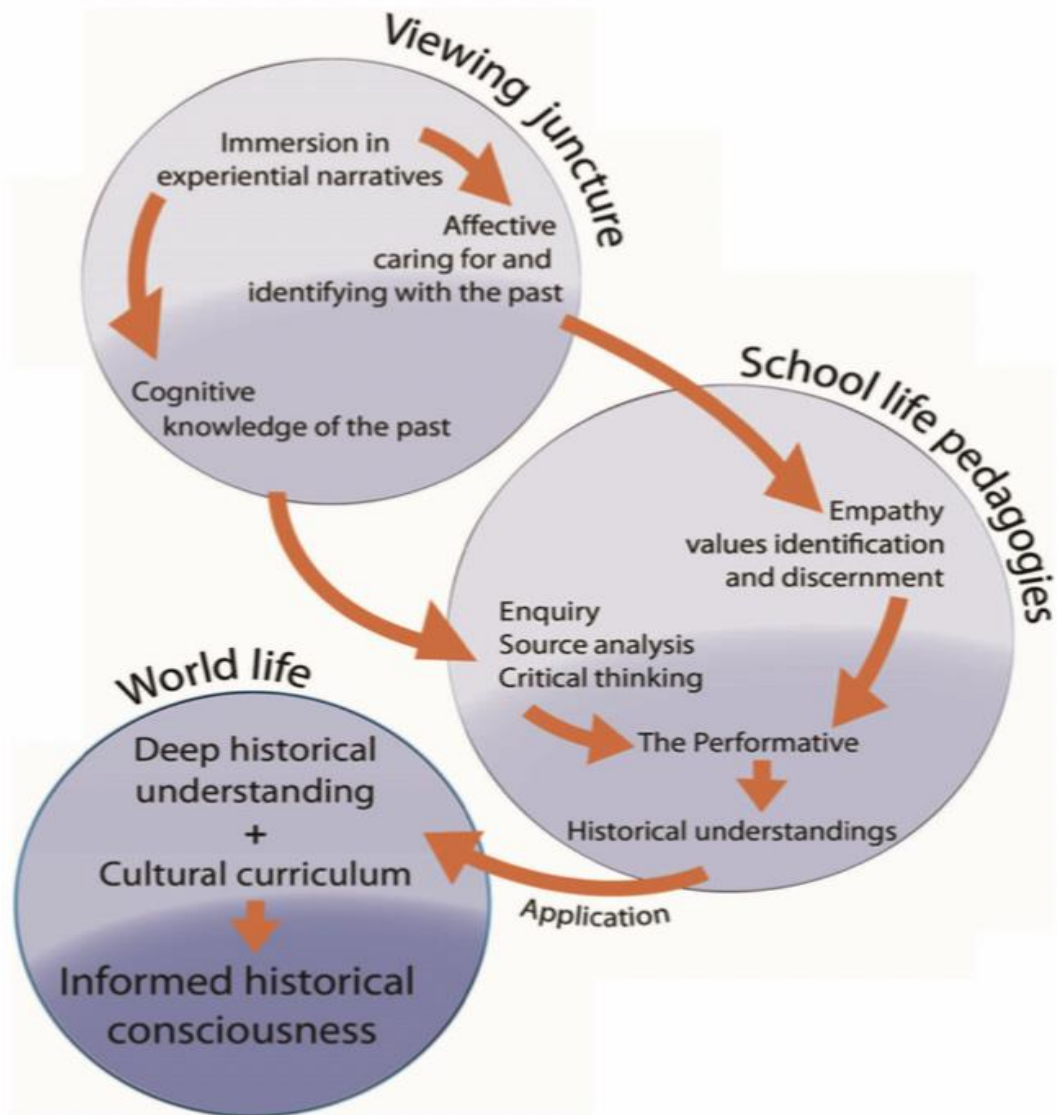


Figure 2.1 The Synoptic Model

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### **2.7. Movies as Instructional Media for History:**

Movies can be a valuable instructional tool for teaching history because they have the potential to engage students in a way that traditional textbooks and lectures may not. According to Mayer's cognitive theory of Multimedia Learning, people learn best when presented with both visual and auditory stimuli that are presented in a way that is organized and meaningful. Movies provide a rich and immersive experience that can help students connect with historical events and figures on an emotional and intellectual level, which can lead to greater understanding and retention of historical concepts.

The use of movies in history education has been the subject of much debate among educators and historians. Critics argue that movies can be inaccurate and oversimplify complex historical events and figures. However, proponents of movie-based instruction argue that movies can be used to teach students critical thinking skills by encouraging them to analyze the accuracy of the information presented and to consider the ways in which historical events and figures are portrayed. In recent years, scholars have begun to examine the ways in which movies can be used to teach historical empathy, or the ability to understand and relate to the experiences and perspectives of people from different times and places. By watching movies that portray historical events and figures from different perspectives, students can gain a deeper understanding of the complexities of history and develop a greater sense of empathy for those who lived through those events.

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In recent years, scholars have begun to examine the ways in which movies can be used to teach historical empathy, or the ability to understand and relate to the experiences and perspectives of people from different times and places. By watching movies that portray historical events and figures from different perspectives, students can gain a deeper understanding of the complexities of history and develop a greater sense of empathy and compassion for those who lived through those events. So, when using movies as instructional media for history, it's important to consider the ways in which movies can reinforce or challenge traditional historical narratives. For example, a movie that portrays the American Revolution as a heroic struggle for freedom may overlook the experiences of enslaved people and Native Americans who were excluded from the benefits of the revolution. Educators should encourage students to critically examine the narratives presented in movies and to consider alternative perspectives. One of the challenges of using movies as instructional media for history is selecting appropriate movies that accurately reflect historical events and figures. Educators should be aware of the potential biases and inaccuracies that can be present in movies and should select movies that are well-researched and critically acclaimed. Educators should also provide students with the necessary context and background information to help them understand the historical context in which the movie is set. Finally, educators should encourage students to engage in discussions and critical analysis of the movies to help them develop a deeper understanding of historical events and figure. Moreover, the use of movies as instructional media for history can be a valuable way to promote cultural understanding and tolerance. By portraying historical events and figures from different cultural perspectives, movies can help students develop a more global and inclusive view of history. This can promote empathy and understanding for people from different cultural backgrounds and can encourage students to consider the ways in which historical events have shaped our contemporary world. Movies have become a popular instructional tool in history education due to their ability to capture students' interest and stimulate critical thinking. They

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provide an emotional and narrative approach to learning that can make historical events more engaging and relevant to students. As a result, history teachers are increasingly incorporating movies into their teaching to enhance student learning and encourage analytical and reflective skills. (Shapman, 2013). In addition, Movies offer a powerful and immersive tool for history instruction by integrating visual and auditory components that can deepen students' comprehension of the historical and cultural circumstances surrounding significant events. This can facilitate students' engagement with historical material, as well as their ability to critically analyze and evaluate the various contextual factors that contributed to these events. (Tavin, 2014).

2.8. A comparison of Traditional and Movie Based Approaches to Teaching History: Traditional approaches to teaching civilization typically involve the use of textbooks, lectures, and other written materials to convey information about historical events, cultural traditions, and other aspects of society. While these methods can be effective in transmitting factual knowledge, they often lack the emotional impact and immersive experience that can be gained through movies. In contrast, movie-based approaches to teaching civilization can provide students with a more vivid and engaging perspective on historical events and cultural practices. By viewing films that portray the sights, sounds, and emotions of different time periods and societies, students can gain a deeper understanding and appreciation of the nuances and complexities of civilization. One of the advantages of traditional approaches to teaching civilization is that they can provide students with a comprehensive and systematic overview of a particular period or civilization. In contrast, movie-based approaches to teaching civilization can offer students a more personalized and empathetic understanding of historical events and cultural practices. By viewing films that depict the lives and experiences of specific individuals or groups within a society, students can gain a more nuanced and humanistic perspective on the complexities of civilization.

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According to Tavakoli (2016), traditional language teaching approaches often focus on grammar rules and vocabulary memorization, which can make the learning process seem tedious and unengaging for students. In contrast, movie-based language teaching can provide students with a more immersive and engaging learning experience. By watching and analyzing movies in the target language, students can improve their listening comprehension, vocabulary acquisition, and cultural awareness.

Another advantage of traditional approaches to teaching civilization is their emphasis on critical thinking and analysis. Through the study of primary sources, historical documents, and other written materials, students can develop skills in evaluating evidence, identifying biases, and constructing arguments. However, this approach can sometimes neglect the role of emotions and personal experiences in shaping our understanding of history and culture. In contrast, movie-based approaches to teaching civilization can provide students with a more emotional and experiential perspective on historical events and cultural practices. By viewing films that depict the sights, sounds, and emotions of different societies, students can develop a more empathetic and nuanced understanding of the human experiences that shaped civilization.

One of the challenges of traditional approaches to teaching civilization is their potential to reinforce dominant narratives and perspectives. By relying on written materials produced by the elites and intellectuals of a particular society, traditional approaches can sometimes neglect the voices and experiences of marginalized groups and individuals. In contrast, movie-based approaches to teaching civilization can provide students with a more diverse and inclusive perspective on historical events and cultural practices. By viewing films that depict the lives and experiences of people from different backgrounds and social classes, students can gain a more nuanced and empathetic understanding of the diversity and complexity of civilization.

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A limitation of movie-based approaches to teaching civilization is their potential to oversimplify or distort historical events and cultural practices for the sake of entertainment or dramatic effect. By condensing complex historical events into a two-hour film, filmmakers may need to sacrifice accuracy and nuance for the sake of plot and character development. Additionally, filmmakers may be influenced by their own biases and cultural perspectives, which can lead to inaccurate or incomplete depictions of different societies and cultures. In contrast, traditional approaches to teaching civilization can provide students with a more comprehensive and accurate understanding of historical events and cultural practices. By relying on primary sources, historical documents, and other written materials, students can gain a more nuanced and critical perspective on the complexities and contradictions of civilization. In addition, movies have the ability to convey complex historical events and cultural practices in a visually compelling and emotionally engaging way, which can help to overcome barriers of language, education, and cultural background. Additionally, movies can be used as a starting point for discussion and analysis, allowing students to engage with historical events and cultural practices in a more interactive and participatory way. In contrast, traditional approaches to teaching civilization may be less accessible to individuals who lack formal education or who do not have the language skills necessary to engage with complex written materials. Despite these challenges, Tavakoli (2016) argued that movie-based language teaching can be a valuable tool for promoting communicative competence and language proficiency. Through activities such as pre- and post-viewing discussions, role plays, and writing assignments, students can develop their speaking, writing, and critical thinking skills. Furthermore, the use of movies can help to create a more relaxed and enjoyable classroom atmosphere, which can enhance students' motivation and engagement.

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In conclusion, Tavakoli (2016) suggested that movie-based language teaching can complement traditional approaches and provide students with a more engaging and immersive learning experience. By incorporating movies into their teaching practice, language teachers can promote communicative competence, cultural awareness, and critical thinking skills. However, it is important for teachers to carefully select and adapt movie materials to ensure they are appropriate for their students' needs and abilities.

### **2.9. The Effectiveness of Historical Movies in Enhancing Historical Understanding:**

Historical movies have become an increasingly popular medium for depicting historical events and figures, with the potential to enhance viewers' understanding and appreciation of the past. A growing body of research has explored the effectiveness of historical movies in promoting historical knowledge and interest, and the results have been mixed. Some studies suggest that historical movies can be effective in enhancing historical understanding, while others argue that they can be misleading or oversimplified. It is important to watch historical movies since each movie will be analyzed below covering the following areas:

- a brief historical background to the events portrayed.
- How the movie represents that history and the filmic techniques used to explore themes and story.
- The movie's own historical context.

Giving an example of the history of Elizabeth (UK 1998) Elizabeth, the daughter of King Henry VIII and Anne Boleyn, experienced a tumultuous childhood marked by her mother's execution for treasonous adultery when she was only three years old. Throughout her upbringing, Elizabeth had to adapt to the presence of four different stepmothers. The film Elizabeth covers a particular period of Elizabeth's life, as indicated by the opening and closing credits. The movie commences in 1554 and concludes with a statement that Elizabeth reigned for an additional forty years, placing the final sequence in 1563, which coincides with the year of her birth. The

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movie portrays numerous significant events that occurred during that period, such as Mary's death and Elizabeth's coronation. However, the film also depicts several other events outside of the timeline. For instance, the Papal Bull arrived in England in 1570, the Duke of Anjou appeared at court in 1571, and the Duke of Norfolk was executed in 1572. Consequently, the film compresses historical events to present a coherent narrative that traces Elizabeth's journey from Princess to Gloriana, the Virgin Queen. However, in the movie the film's title, Elizabeth, suggests a central focus on the titular character as both a woman and a queen. The narrative is presented from Elizabeth's perspective, allowing us to witness her transformation in both demeanor and appearance as the story unfolds.

The film captures the prevailing sentiments of the era, effectively conveying the horror of Protestant executions, political maneuvering, power struggles, the flamboyant and boisterous Elizabethan court, and the perilous treachery that threatened the young queen. Conflict is a prominent theme that is explored throughout the movie, manifested in the antagonism between Catholics and Protestants, the rivalry between Mary and Elizabeth, the clash between the queen and her bishops, and the tension between love and duty. The pervasive sense of danger and unease that permeates the film underscores the omnipresence of death. This dark and menacing atmosphere is conveyed through various techniques, such as the opening sequence's depiction of the martyr's horrific deaths from a high-angle shot that positions the audience above the victims as they burn, providing a God's eye view of the scene. Furthermore, the Duke of Norfolk is portrayed as a sexual and political predator, sporting a shaven head and black clothing, akin to the standard archetype of cinema villains. This can simply explain how the events are well described and easy to remember when it comes to movies and the benefits offered in it such as inaccuracies or biases in their portrayal of historical events. Some researchers have argued that movies can oversimplify complex historical events or manipulate facts for dramatic effect. According to R. Toplin (2010), historical movies are often designed to entertain rather than educate, and can therefore distort or simplify historical events for the sake of dramatic impact.

## **Chapter Two: The Use of Historical Movies**

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Another potential benefit of historical movies is their ability to promote cultural awareness and empathy. According to J. Schaefer and K. Karan (2018), historical movies can be used to expose viewers to different cultural perspectives and experiences, which can help to foster empathy and cross-cultural understanding. By depicting historical events from multiple perspectives and exploring the complexities of historical figures' motivations and experiences, historical movies can help to challenge viewers' assumptions and promote a more nuanced and inclusive understanding of history.

Another potential benefit of historical movies is their ability to promote cultural awareness and empathy. According to J. Schaefer and K. Karan (2018), historical movies can be used to expose viewers to different cultural perspectives and experiences, which can help to foster empathy and cross-cultural understanding. By depicting historical events from multiple perspectives and exploring the complexities of historical figures' motivations and experiences, historical movies can help to challenge viewers' assumptions and promote a more nuanced and inclusive understanding of history.

### **2.10. Conclusion:**

In conclusion, historical movies can have a significant impact on enhancing historical understanding by bringing historical events and characters to life through the use of cinematic techniques. These movies have the potential to inspire interest and curiosity in historical topics among a broad audience, particularly younger generations who may not be as engaged with traditional historical sources. Moreover, historical movies can create a powerful emotional connection between viewers and historical events, making them more memorable and relatable to the EFL students. It was necessary to demonstrate the main important points and techniques of using historical movies in civilization classes, integrating historical movies in teaching EFL students helps both teachers and students deliver and comprehend the lectures. So, using historical movies becomes more effective than the traditional lecturing routine.

# **Chapter three: Methodology and Data Analysis**

## **3.1. Introduction**

## **3.2. Variables of the Research**

### **3.2.1. Independent Variable**

### **3.2.2. Dependent Variable**

## **3.3. Research Approach**

### **3.3.1. Research Questions**

### **3.3.2. Research Hypothesis**

### **3.3.3. Research Objective**

## **3.4. The Sample of the Research**

## **3.5.5. Questionnaire and Semi Structured Interview Analyses:**

### **3.5.1. The Students' Questionnaire**

### **3.5.2. The Teachers' Semi Structured Interview**

## **3.6. Interpretation of the Questionnaire Results:**

## **3.7. Interpretation of the Semi-structured Interview Answers:**

### **3.7.1. The Teachers' Questionnaire**

### **3.7.2. The Students' Questionnaire**

## **3.8. Results of the Hypotheses of the Study**

## **3.9. Conclusion**

## **Chapter three: Methodology and Data Analysis**

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### **3.1. Introduction:**

This chapter provides a comprehensive overview of the research methodology used and the results interpretations of the study. It introduces the research variable, the research plan, research sample and tools. The main focus is to present the results of the study, which are based on the data collected from a questionnaire which is addressed to Master one students of English; and results from a semi-structured interview with teachers of civilization at Ammar Thelidji University in Laghouat. The results are presented with a clear and concise interpretations that aim to provide insights into the effectiveness of using historical movies as a tool to enhance historical understanding.

### **3.2. Variables of the Research:**

A variable in research is characterized as a quality, figure, or amount that can take on several values. A variable's values can be chosen by the researcher, and they can either be measured or not. (Muhammad Hassan, n.d). Hence, there are other types of variables with various effects, and this research primarily focuses on two variables that we intend to cover. The two variables are: Historical movies as an independent variable, and teaching history as a dependent variable.

#### **3.2.1. Independent Variable:**

The traditional ways of teaching were greatly influenced by the rise of technology. These days, students in traditional settings are eager to learn using modern techniques. Historical movies are recognized as an effective teaching tool, particularly in history classes. Hence, incorporating historical movies into history lessons aids both the teachers in articulating and elaborating new historical concepts as well as the students in living and comprehending the past events.

## **Chapter three: Methodology and Data Analysis**

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### **3.2.2. Dependent Variable:**

Teaching history to EFL learners and enhancing their performance is the dependent variable that is affected by historical movies, as an independent variable. History is seen as a necessary element that is beneficial in EFL classes. Its branches are about many historical events that occurred and influenced the present world. Significant events such as voting rights for women, independence. Insignificant events, on the other hand, such as racism, colonialism, wars, and slavery. These past events, which are loaded with feelings and emotions, need to be explained in a manner other than traditional lecturing.

### **3.3. Research Design:**

The importance of this research lies in its potential to enhance student's historical knowledge and critical thinking skills. By exploring the effects of historical movies as an educational tool, this study will provide insights into how such movies can be effectively used to promote historical understanding. However, the effectiveness of this approach remains a topic of debate and further investigation. we chose students of Master one and teachers of civilization at Ammar Thelidji University of Laghouat in Algeria to be the sample of our study. we have adopted the descriptive analytical research to do the study. According to Creswell (2009) the descriptive approach is a research design that focuses on observing and describing a phenomenon or situation without attempting to manipulate or control it. thus, descriptive research may involve collecting data through various methods such as surveys, interviews or observations and analyzing the data to identify patterns, themes or trends. The approach of the study is qualitative to investigate the effects of using historical movies to enhance historical understanding in civilization classes.

## **Chapter three: Methodology and Data Analysis**

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### **3.3.1 Research Questions:**

For this study, a set of questions have been raised to investigate the effectiveness of using historical movies in teaching civilization and they are as follows:

1. To what extent historical movies help students to enhance their historical understanding?
2. What is the attitude of both teachers and students towards integrating historical movies in classrooms?

### **3.3.2 Hypotheses:**

Two hypotheses are developed in this study and they are as follows:

1. Movies can be extremely helpful when it comes to history, since it allows them to use their thinking skills on discovering the facts behind the historical events.
2. Both teachers and students believe that using movies is an effective way to fully grasp lessons.

### **3.3.3 Research Objective:**

The objective of this study is to introduce and explore the effects of Technology to enhance historical understanding, using historical movies to enlarge the student's experience with history.

### **3.4 Sample of the Research:**

The study's population of interest is Master One students of English department at Ammar Thelidji University of Laghouat. we chose master students since they are specialized in civilization and familiar with the use of historical movies as a pedagogical tool in their studies. The population of interest was a mixed sex and age. In this research, the sample is 2 EFL teachers only and 45 of EFL students at the English department –University of Laghouat in the academic year 2023/2024. The population of both teachers and students was randomly selected.

## Chapter three: Methodology and Data Analysis

### 3.5. Questionnaire and Semi Structured Interview Analyses:

#### 3.5.1. Students Questionnaire:

The students' questionnaire tends to reveal their attitudes toward learning history, the challenges they encounter, and their attitudes both before and after being exposed to movies. This questionnaire also seeks to establish the effectiveness of using historical movies in history lessons to improve the performance of EFL students. The goal of the research is to better EFL learners' performance in history lessons by examining the impact of using historical movies as a teaching tool. Figures provided a summary of the questionnaire's results.

##### 3.5.1.1. Analyses of the Results:

###### A. Personal Information:

Age and gender of participants are addressed in the first two questions.

###### Question 01: How old are you?

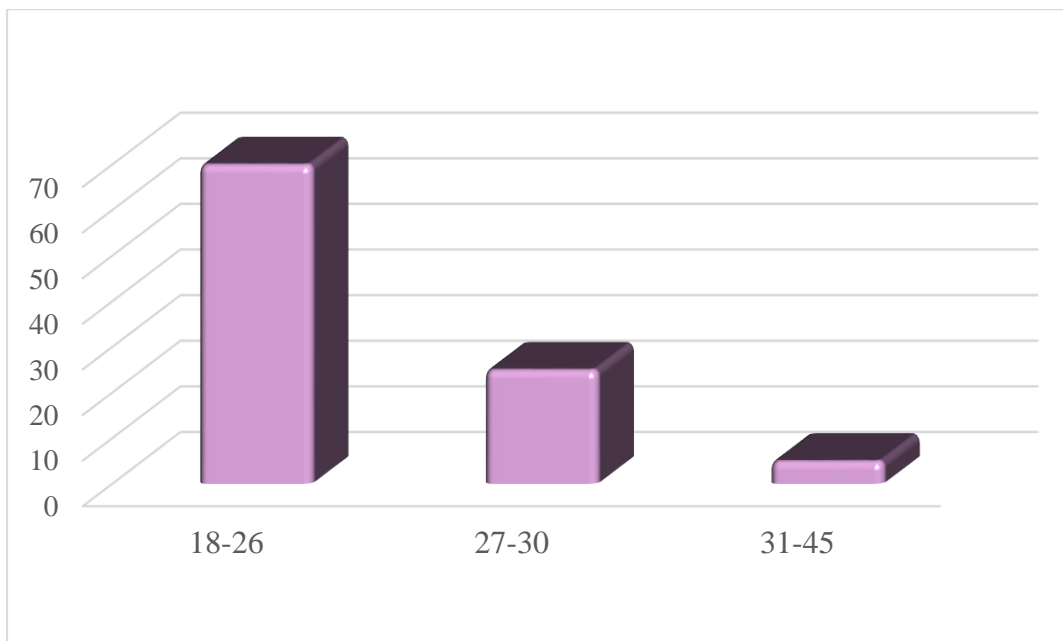


Figure 3.1 Students' Age

It can be easily seen that the majority of students are about 18-26 years old. The results show that most of our participants are teenagers.

### Question 02: What is your gender?

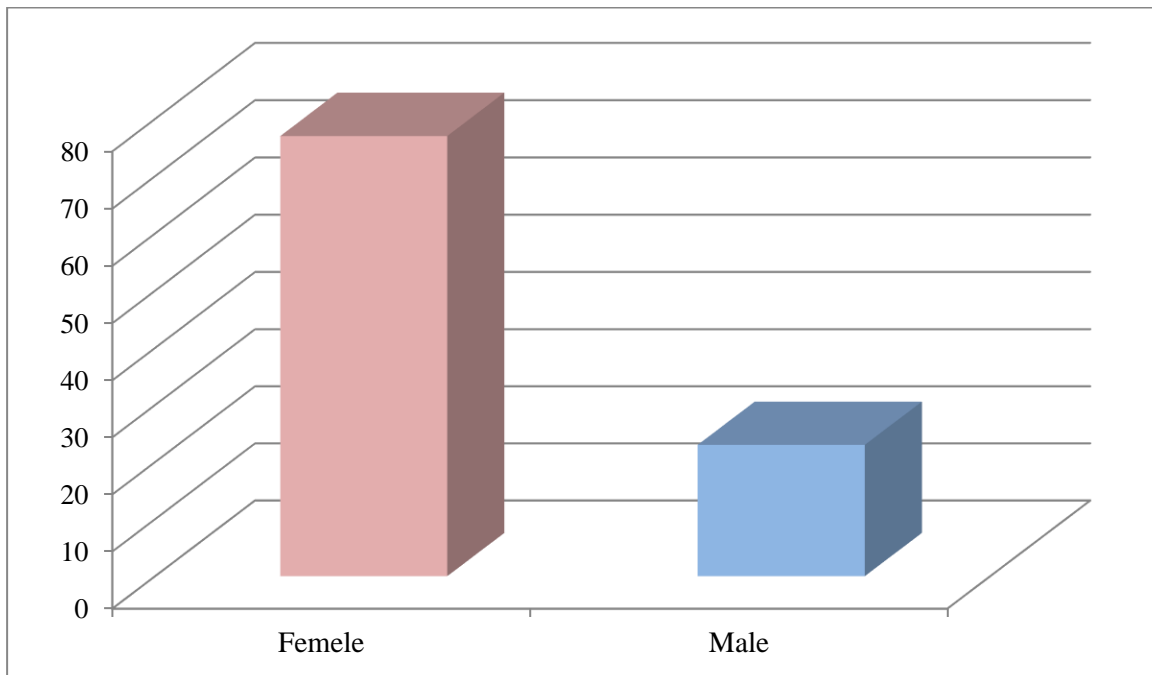


Figure 3.2 Students 'Gender

As shown above, we can see that approximately 77% of the population are women, whereas 22% are men.

### Part01:

### Question01: Do you like History classes?

options	Students 'number	Percentage
yes	32	70.05%
No	13	29.5%
total	45	100%

Table3.1 Students Perceptions towards History Classes

## Chapter three: Methodology and Data Analysis

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Surprisingly, majority of students (70.5%) who were asked if they liked history classes said that they did. 29.5% of them provided no response.

### Question02: Do you face difficulties while studying History?

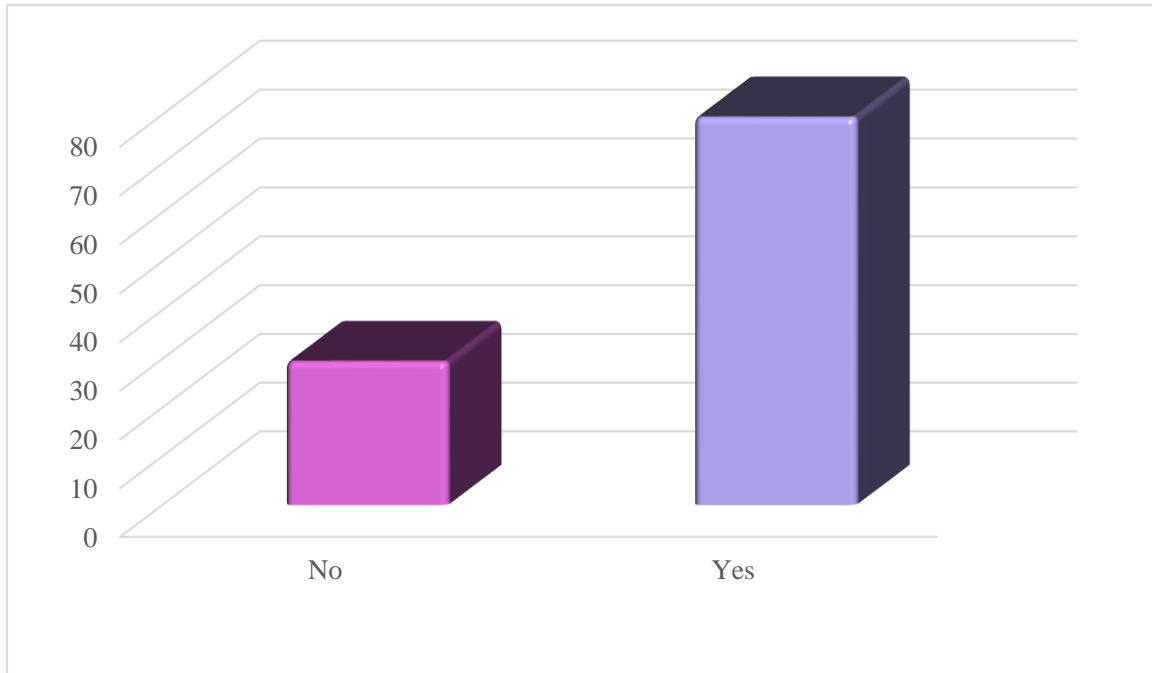


Figure 3.3 Numbers of Students who Encounter Problems when Studying History

We can realize that most of students (79.5%) face difficulties in their traditional English history classes; whereas 29.5% do not face difficulties with it. In the opinion of 79.5 of the participants, feeling bored and confused is the primary reason of facing difficulties during history classes. Others replied that they were not interested in history itself as it represented past events that cannot be helpful nowadays. Others answered that memorizing dates and events is hard especially when they are not able to recall the information that they have memorized.

## Chapter three: Methodology and Data Analysis

### Question03: What kind of struggles do you face while studying History?

struggles	Percentage
Difficulties to focus in the history class	27%
The content is so long	38.8%
Easily get bored	7.2%
Teacher's method is boring	27%

Table 3.2 Struggles that Students Face in The History Class

The table above shows that most students face the struggle in the course content which is generally long (38.8). 27% of students cannot focus for a very long time in history classes, and claim that the teacher's methodology is boring 34.2 % of students complain that history classes do not provide enough motivational materials.

### Question04: What do you think of the teacher's methodology in teaching History?

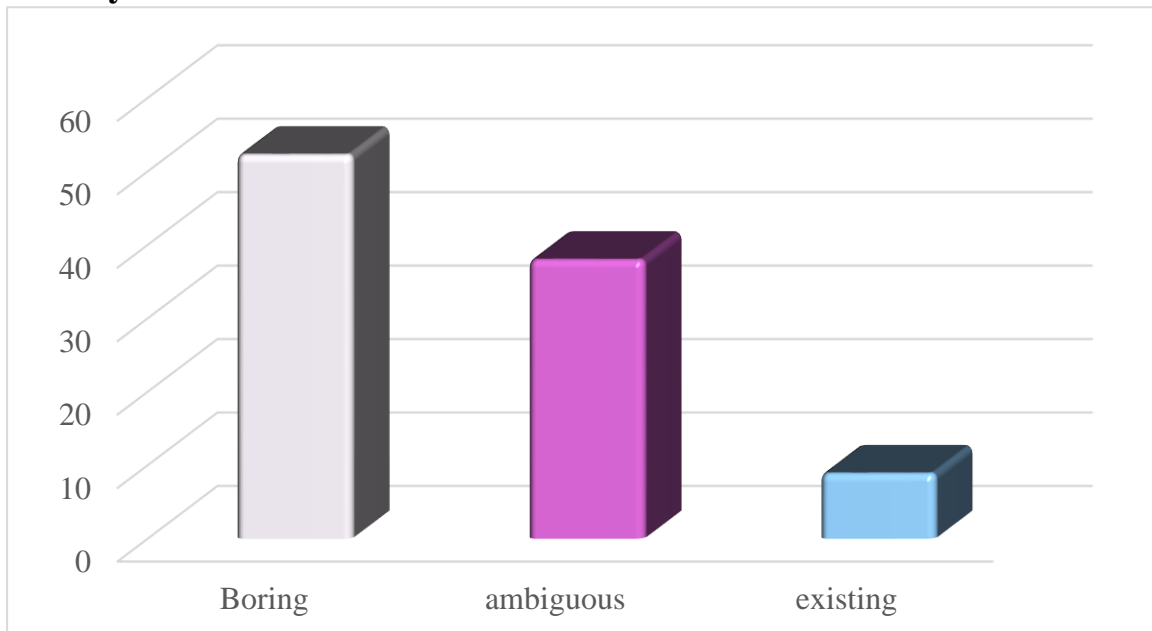


Figure 3.4 Students' Perception towards The History Teacher's Methodology

## Chapter three: Methodology and Data Analysis

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52.3% of the participants claimed that the history teacher's method is boring. Moreover, only 15.9 of the students described the teacher's methodology as exciting. The other 31,8 considered the teacher's method as ambiguous.

### Question05: Do you use any technological tools to help you in your studies?

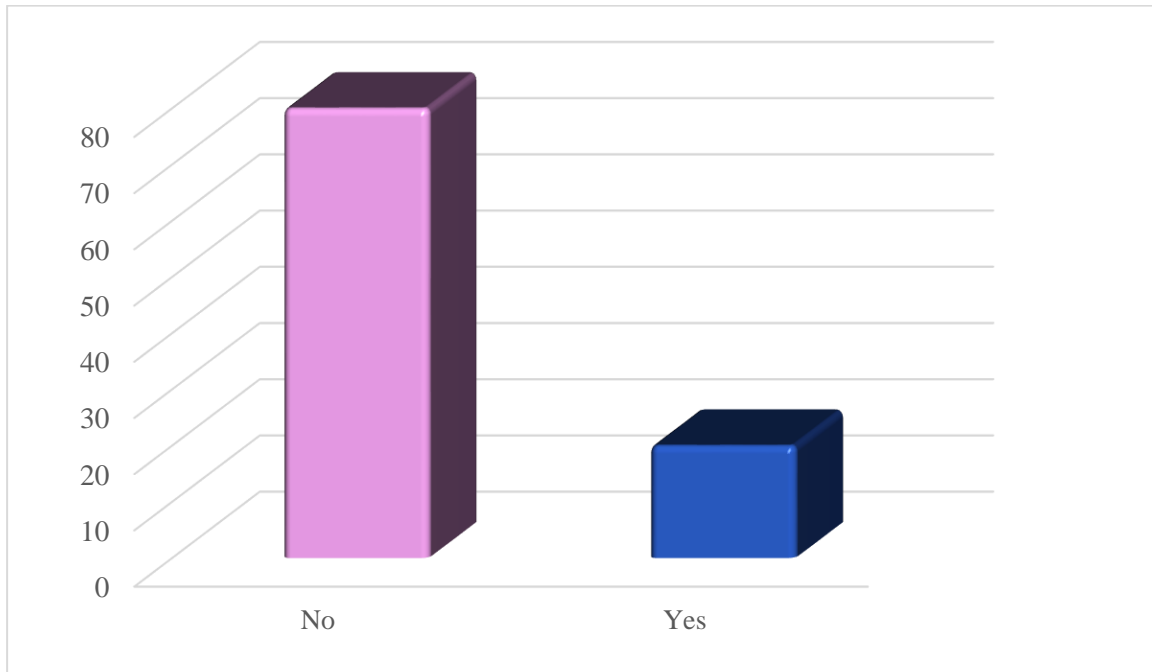


Figure 3.5 Students Use of Software and Applications

As the bar-graph above indicates, most students use technological tools in order to help them in their studies. When we enquired as to what those modern devices are, most students replied on Data shows and YouTube videos.

### Part02:

#### Question01: Have you watched any these Historical movies?

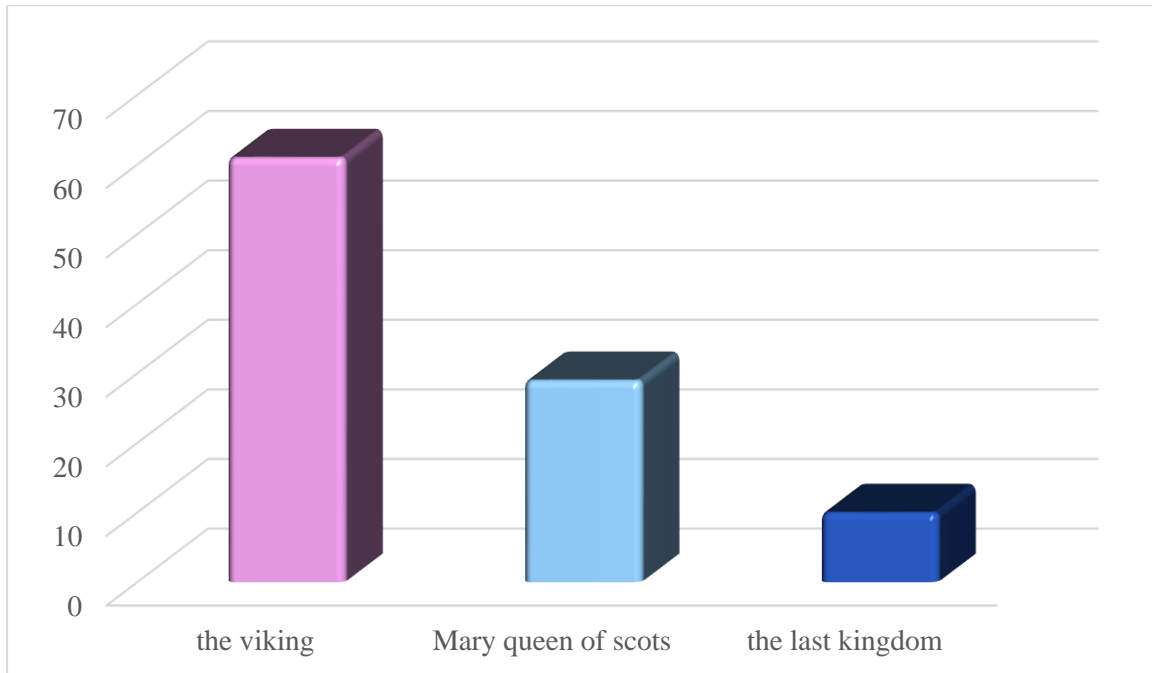


Figure 3.6 Students' Choice of Watching Famous Historical Movies

The figure above shows that most participants 61% watched The Vikings. 29% watched Mary Queen of Scots. Whereas the rest of the participants 9,1% watched The Last Kingdom.

#### Question02: Did you understand the events from it?

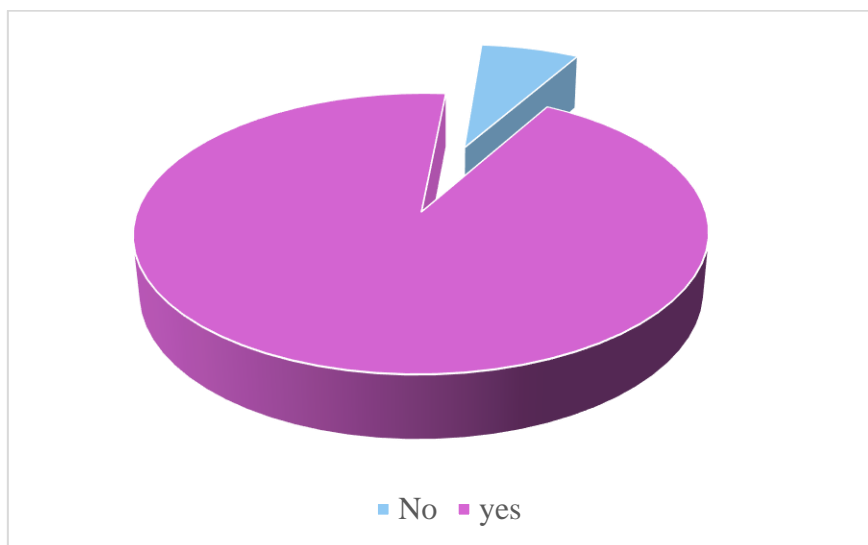


Figure 3.7 Students' Opinion towards Understanding the Events from Historical Movies

## Chapter three: Methodology and Data Analysis

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As the figure above shows that 93,2% of the participants said yes and others said no.

### Question03: Why do you think that historical movies are helpful in learning history?

advantages	Percentage
The historical events were easy to picturize and visuals	60%
Watching Historical Movies can facilitate the way of learning dates and events	40%

Table 3.3 Students' Opinion about the Advantages of Historical Movies

The answers of the question above were different and various. Most of the students state that the use of historical movies is helpful in order to picture the events and make it memorable and engaging. While others state that historical movies can facilitate and simply the way of learning especially dates and events.

**Question04: Are historical movies an effective way to learn about cultural context and values of the past?**

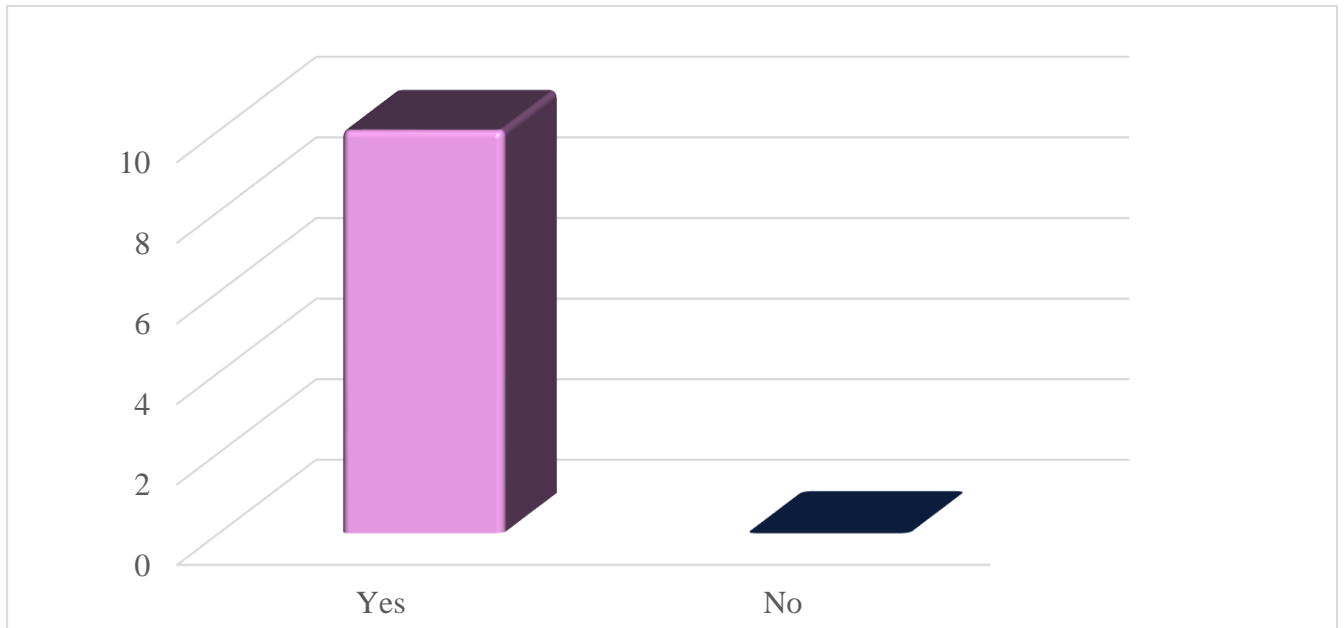


Figure 3.8 Students' Opinion about the Effectiveness of Historical Movies in Learning about the Values of the Past

Regarding student's answers, 90,9% answered with yes and 9,1% answered with no. In the opinion of most participants, they claim that the use of historical movies are effective way to learn about cultural context and values because they help us connect with characters and the events which can bring history to life. However, others answered that historical movies cannot tell and show the exact truth.

### Question05: How much interest do you have in history before and after watching historical movies?

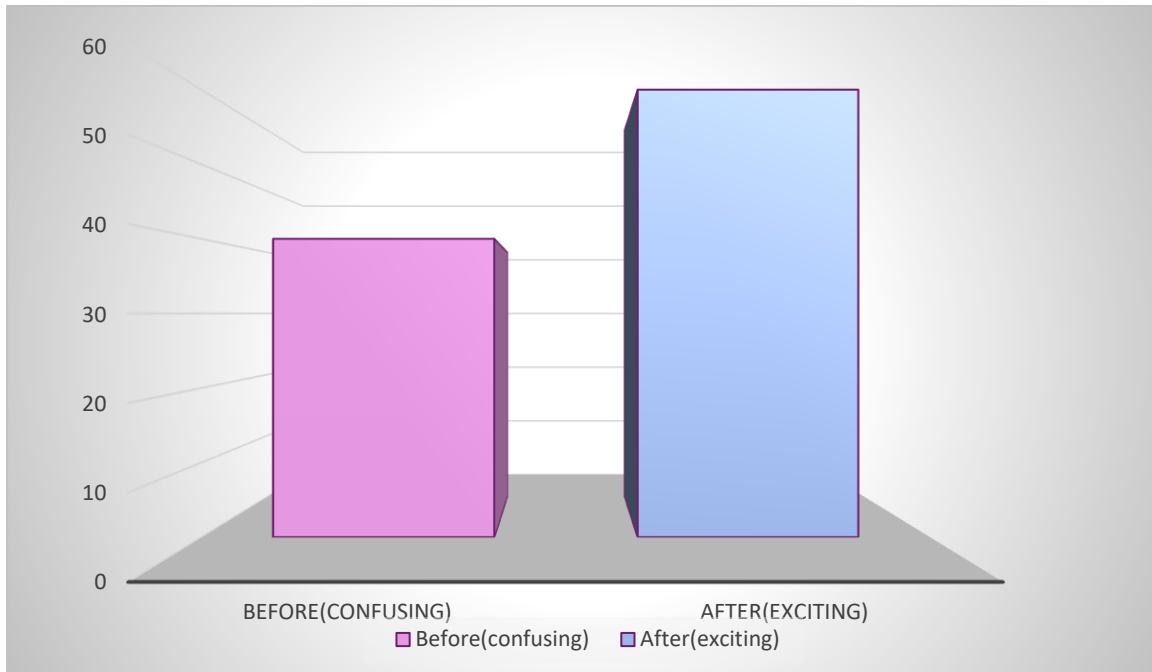


Figure 3.9 Students' Attitude about Before and After Watching Historical Movies

Most students agreed on the point of before watching movies dates and events were confusing and boring. However, after watching historical movies, they get excited to watch more and the events get into their minds easily without memorization and they get more engaged and interested in the topic, which can lead to a desire to learn more about the time period or historical events. Students also mentioned that they may question the accuracy of the portrayal and look for further information to compare and contrast with what they have seen.

**Question06: In your opinion, has the integration of Historical Movies contributed positively in elevating your history class understanding?**

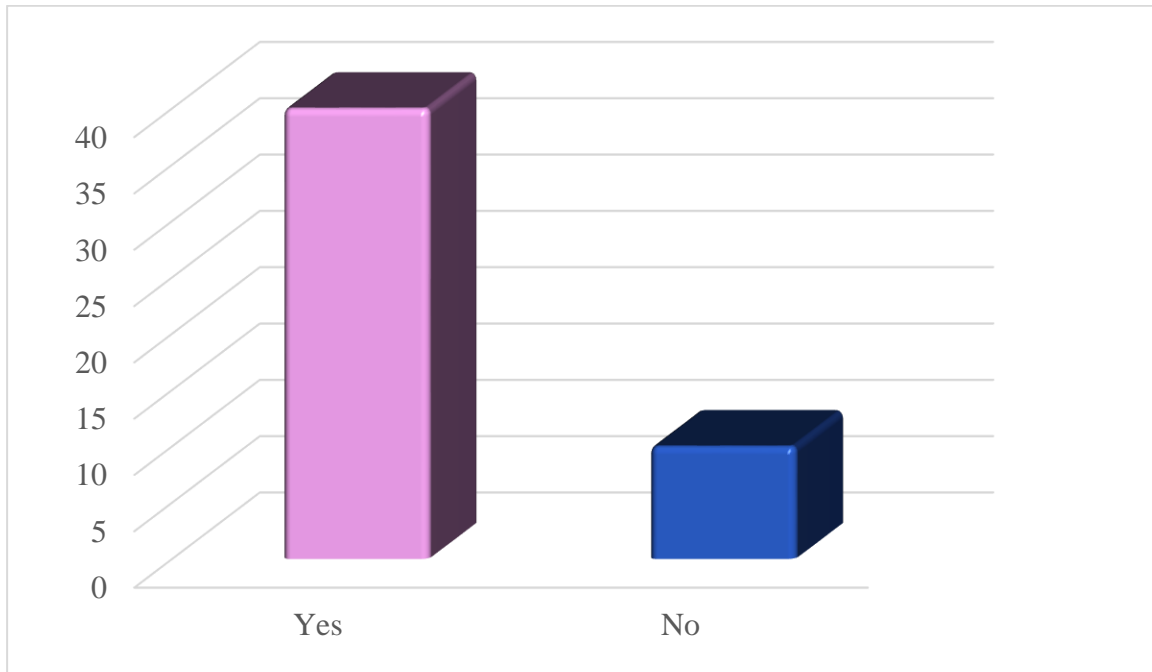


Figure 3.10 Students' Opinion about the Positive Contribution of Historical Movies in Understanding History Courses

The figure above shows that 70 of the participants thought that the integration of Historical Movies enhanced their understanding of history courses. Whereas 30 of them answered by no

Most students agreed on the positiveness of integration historical movies in civilization classes since it is a tool used to facilitate complex events and more importantly students felt that they understood historical events better with historical movies. Others see that Historical Movies were made just for fun.

### 3.5.2. Semi-Structured Interview Questions:

A semi-structured interview is a technique for gathering data that depends on formulating questions within a pre-established theme framework. But neither the questions' arrangement nor their wording are predetermined. George (2022)

For the interview with history teachers, the researchers organized five open-ended questions. The totality of the five questions attempts to shed some light on the difficulties history teacher

## **Chapter three: Methodology and Data Analysis**

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encounter when teaching students as well as the attitudes of the teachers about the use of technology resources in the classroom. These are the five questions:

- 1. How long have you been teaching history at university?**
- 2. What are the difficulties you usually encounter while teaching history?**
- 3. Do you use technology while teaching history?**
- 4. Do you think that integrating Historical Movies I more beneficial that traditional lecturing?**
- 5. In your opinion, what are the advantages of using historical movies in teaching history to EFL students?**

### **3.6. Interpretation of the Questionnaire Results:**

#### **3.6.1. Part One:**

In response to the first question, most students dislike history classes. This implies that they do encounter some challenges that keep them from appreciating history and performing well on its exams. The majority of students in the second question indicated that they do not feel comfortable in their typical English history lesson and that they encounter difficulties while studying history in question three.

Yet, the findings for question four indicate that there is a high percentage of students who have trouble focusing in history class, that the course material is too lengthy, that they get bored fast, and that the teaching style is also dull. This suggests that in order to avoid these issues, history courses must be enhanced, particularly those that focus on dates and political issues. The researchers thus proposed using historical movies as an additional teaching tool.

The length of the course material, particularly the courses that are rich in historical details like the royal family tree and the names of former kings and queens, did not sit well with the students. In a single semester, students are unable to manage with all of these facts and recall every historical period and famous figure. Because of this, it is advised that teachers use historical movies to excite and engage their students in history lessons because doing so will make them feel more at ease. Also, students will focus on the movie scenes and remember the

## **Chapter three: Methodology and Data Analysis**

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details as they see the character perform, eliminating the need for memorization because the details will be ingrained in their minds simply by watching.

Most students thought the teacher's methodology to the fifth question was imprecise and dull. This implies that students will become disinterested in lectures, which leads to limited interaction between instructors and learners. In order to prevent boredom in history classes and promote interaction, the researchers advise employing historical movies.

The majority of students use contemporary applications or software to aid them in their studies, according to the answers to question 6. The researchers of this study recommend incorporating historical films because most students are already aware with how to use contemporary technology especially of that movies.

### **3.6.2. Part Two:**

The first two questions were mainly about whether students have experience with watching historical movies and whether they understand the events from it. Well the students indeed have some level of familiarity with historical movies and they confirmed that it can be an effective tool for learning historical events.

In the third question, the focus was to understand the student's attitudes towards using historical movies as a means of learning history. The answers of the students were positive toward using historical movies because they are helpful, exciting and entertaining than the traditional class. Historical movies provide students with comprehensive elements which simplify historical events.

Regarding student's answers to question four, the majority of the students agreed on the effectiveness of using historical movies to learn about cultural context and values of the past. They claimed that historical movies can be a powerful visual medium to convey a sense of the

## **Chapter three: Methodology and Data Analysis**

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past. they can provide a glimpse into the culture and values of historical periods. By depicting the clothing, architecture, and daily life of past societies.

Concerning the last two questions which were designed to check the student's understanding before and after watching historical movies. They had positive reviews after watching movies because they liked how the events were well introduced and designed. This can specifically help Master One students since they are specialized in civilization and literature. In brief, student's answers were positive and they support the use of historical movies since it is essential to supplement their information with other sources of historical knowledge to ensure a more accurate understanding of the past.

### **3.7. Interpretation of the Semi-structured Interview Answers:**

#### **3.7.1. The Teachers' Questionnaire**

##### **Question01: How long have you been teaching history at university?**

Most of our interviewees had long experiences in teaching history between seven years to 23 years. Our research objective is to determine whether using technological tools like historical movies in history classes is effective. These teachers' experiences will assist us in gathering reliable and valid data that is relevant to this objective.

##### **Question02: What are the difficulties you usually encounter while teaching history?**

About the second question, which concerns the challenges history teachers encounter when teaching. The majority of history instructors deal with a variety of difficulties in the classroom. The students' linguistic issues and overall lack of information provide the biggest difficulties. History teachers noted that it was extremely difficult to discuss a historical topic with students who lacked the necessary language skills.

## **Chapter three: Methodology and Data Analysis**

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Other teachers mentioned the challenges that students encounter when trying to comprehend a historical lesson. This issue was attributed by history teachers to the students' initial lack of interest in the subject. A majority of students detest memorising dates and past occurrences

### **Question03: Do you use technology while teaching history?**

Answers to the third question showed that 40% of teachers of civilization did integrate historical movies in their sessions. While the others depended on other technological tools like PowerPoint, pictures.... etc to present their courses. Teachers and students alike will benefit from the use of technological tools in creating favourable learning environments. Additionally, including technological tools like historical movies into civilization classes can simplify the teaching and learning process and help EFL students reach their goals, which are hindered by lengthy lectures.

### **3.7.2. The Students' Questionnaire**

#### **Question 4: Do you think that integrating historical movies is more beneficial than traditional lecturing?**

Teachers of civilisation we questioned agreed on the importance of using Historical Movies in strengthening historical thinking and student's knowledge of history works. Teachers stated that they were constantly looking for new approaches, strategies, and instruments to make their lectures more interesting and stimulating. However, they requested students to bring hard copies to class in order to increase interest and involvement in their classes. Unfortunately, this would not help them because the majority of students did not answer; hence the teacher would not achieve his/her goal. As a result, they believed that engaging students in a meaningful educational atmosphere should be accomplished through the use of historical movies. This shows that teachers of civilisation consider Historical Movies as a beneficial tool for facilitating the teaching and study of historical contexts.

## **Chapter three: Methodology and Data Analysis**

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### **Question 5: In your opinion, what are the advantages of using Historical Movies in teaching history to EFL students?**

Concerning the final question, teachers had a positive view regarding the use of Historical movies into history teaching process, since they are memorable source of knowledge for visual learners who learn through audio-visual tools. One of the teachers of civilisation who was asked again by his students to use heroical movies in his class because it was a valid source of comprehension for them to memorize easily the hard events and dates. This means that historical movies can help in developing EFL student's achievements in history classes. Additionally, teachers stated the fact that they faced some obstacles while using historical movies because their classes were not equipped with technological tools which can facilitate using technology effectively.

### **3.8. Results of the Hypotheses of the Study:**

The results obtained from the students' questionnaire and the teacher's semi structured interview interpretation prove the hypotheses of the study. The results of questionnaires show that both teachers and students are quite delighted with the use of Historical movies, supporting the claim that incorporating this new tool in history classes helps students perform better. Additionally, the findings support the second hypotheses of the study that historical movies help both teachers to integrate more historical content, and learners to facilitate and reinforce history studies, this means that teachers would find it helpful for students to fully understand lessons through seeing historical movies. Especially in regards to lessons that cover cultural as well as political events. Overall, the results of this descriptive analytical study support the hypotheses that historical movies are a successful and effective teaching tool.

### **3.9. Conclusion:**

This chapter is regarded as the study's core. It introduces information on the study's methods and sample, data analysis, and result interpretations. Through the use of our data collection tools, we have concluded that teachers and students prefer to combine the traditional and modern ways of teaching. They demonstrated positive attitudes toward the use of historical movies in teaching and learning history as they could not deny the importance of the conventional method. However, historical movies can be used as a teaching tool to have beneficial impacts on students and inspire them to improve their performance in history lessons. They can also assist teachers in achieving their goals for teaching. Overall, employing historical movies as a teaching tool helps students perform better in history lessons and gives them the opportunity to achieve top grades, this implies that the incorporation of historical movies offers teachers and students the chance to interact in a virtual learning environment and successfully influence the teaching and learning process.

# General Conclusion

## **General Conclusion**

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This study aims to address and examine a number of issues that essentially have to do with how historical movies are incorporated into civilization classes in higher education. Throughout this study, our investigation shows that the use of historical movies can be an effective tool for enhancing students historical understanding. Through their visual and emotional impact, students may be more motivated to learn about historical events and characters if they are presented in a dynamic and entertaining way.

Furthermore, the use of historical movies in the classroom can have positive effects on student's historical thinking skills, students who watched historical movies showed improved abilities to analyze and interpret historical events and characters, make connections between historical events and contemporary issues and recognize the multiple perspectives present in historical events. These skills are essential for developing a deep understanding of history.

This study aims to investigate the potential that historical movies offer EFL teachers and students, particularly those at Amar Thelidji University, as well as explore their attitudes and presumptions regarding the incorporation of historical movies in history courses, which has been the main focus of our investigation.

When examining the challenges students experience in comprehending history, historical movies are thought to be more helpful than simple lectures in history lessons. The study does not, however, minimize the significance of history teachers or even the lecturing method in classes for introducing EFL students to history. The result recommends using historical movies as an extra teaching resource in history classes.

A suitable methodology was used for our inquiry, as with any academic study. Both quantitative and qualitative approaches were used. This research was conducted in the Department of English at Laghouat University in Algeria. In this research study, the population is represented by Master One students. A questionnaire was created to examine, explore, and

## **General Conclusion**

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investigate the students' attitudes toward using historical movies as a teaching resource that enhances their performance in English history classrooms. Additionally, a semi-structured interview with history professors was done to get their opinions on the incorporation of historical movies.

The analyses and findings were presented in our last chapter, which demonstrated that EFL teachers were optimistic about using historical movies in language instruction because they can produce significant and beneficial learning outcomes like improving listening skills and exposing students to an authentic language. However, the replies from the students and teachers were only marginally alike. To put it another way, the majority of students favored the incorporation of historical movies in their learning process, particularly in history classes. However, they do not reject the conventional method of education because they claim that it still serves their educational goals. Therefore, our findings partially support our theories on how historical movies can raise students' historical performance and assist teachers in achieving their educational objectives. consequently, our hypotheses were mostly strengthened by the findings.

In conclusion, according to the available data, we can confirm that incorporating historical movies have a significant impact on improving student's performance in history classes. The findings are consistent with the research study's major hypothesis. Furthermore, the research findings claim that using historical movies is the most suitable tool in improving student's achievement in history classes. Moreover, it suggests for both teachers and students to change the traditional way of teaching and learning and bring new techniques and methods into their classes.

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# Appendices

## **Appendix**

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### **Appendix01:**

#### **Semi Structured Interview Questions**

The researchers had the chance to interview two teachers of Civilization of different levels at the department of English-Ammar Thelidji University. The researchers introduced five open-ended questions to the teachers of civilization. And they are as follows:

- 1. How long have you been teaching Civilization at university?**
- 2. What are the difficulties you usually encounter while teaching Civilization?**
- 3. Do you use technology while teaching Civilization?**
- 4. Do you think that integrating History Movies is more beneficial than traditional lecturing?**
- 5. In your opinion, what are the advantages of using history movies in teaching Civilization to EFL students?**

# Appendix

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## Appendix 02

People's Democratic Republic of Algeria

Ammar Thelidji University of Laghouat

Faculty of Letters and Languages

Department of English

### Students' Questionnaire

dear colleagues

you are kindly invited to answer this questionnaire which aims to gather information about the effects of using history movies on enhancing civilization understanding. your responses will be used to help us understand the impact of using movies as a teaching tool in civilization education. thereby, you are kindly requested to answer the questions. thank you for giving it your attention and time.

first, we would like to know:

1) How old are you? .....

2) You are: male or female

#### Part One:

1) Do you like history classes?

Yes

no

2) Do you feel comfortable in your traditional English history class?

Yes

No

Why?

.....  
.....  
.....  
.....

3) Do you face difficulties while studying civilization?

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Yes

No

4) What kind of struggles you face while studying civilization?

(a) The course content is so long /confusing

(b) Easily get bored

(c) Hard to focus in history class

(d) The teacher's methodology is boring

(e) Lack of motivation Tools

5) What do you think of the teacher's methodology in teaching civilization?

a) Ambiguous

b) Boring

c) Exciting

6) Do you use any technological tools to help you in your study?

Yes

No

Why?

.....  
.....  
.....  
.....

7) what technological tools do you prefer to use in class?

.....  
.....  
.....  
.....

## Part Two:

1. Have you watched any of these history movies?

The Vikings

The last kingdom

Mary queen of scots

2. Did you understand the events from it?

# Appendix

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Yes

No

3. Why do you think that history movies are helpful in learning civilization?

.....  
.....  
.....  
.....

4. Are history movies an effective way to learn about cultural context and values of the past?

Yes

No

Why?

.....  
.....  
.....  
.....

5. How much interest do you have in civilization before and after watching history movies?

.....  
.....  
.....  
.....

6. What are your overall thoughts on the use of history movies to enhance civilization understanding?

.....  
.....  
.....  
.....

**Thank you for your help**

## **Résumé :**

Enseigner l'histoire dans l'enseignement supérieur est devenu difficile en raison de la diversité des méthodes et des approches pédagogiques, ainsi que de la vaste gamme de motivations et d'intérêts éducatifs des apprenants. Par conséquent, les enseignants doivent réfléchir à la façon d'intégrer de nouveaux programmes dans leurs méthodes actuelles afin de développer leur propre méthodologie d'enseignement et d'atteindre leurs objectifs éducatifs. En conséquence, l'intégration de la technologie est devenue répandue dans de nombreux domaines, y compris l'apprentissage et l'enseignement des langues, en particulier l'enseignement de l'histoire. Ce dernier souligne que regarder des films historiques peut aider à comprendre de nombreux événements historiques complexes. C'est pourquoi l'étude actuelle a été menée pour évaluer l'enseignement basé sur la technologie en utilisant des films historiques comme outil pédagogique dans l'apprentissage/enseignement de l'histoire de la langue anglaise en tant que langue étrangère pour les étudiants de la maîtrise 01 à l'université Ammar Thelidji. Les objectifs spécifiques comprennent la présentation et l'exploration des effets de la technologie pour améliorer la compréhension historique en utilisant des films historiques pour élargir l'expérience de l'étudiant avec l'histoire. Pour atteindre l'objectif de l'étude descriptive, deux outils de recherche ont été utilisés : un questionnaire avec les étudiants de la master 01 et une entrevue semi-structurée avec 5 enseignants d'histoire. Les résultats de l'étude soutiennent l'argument selon lequel les étudiants ont bénéficié de l'utilisation de films historiques et sont devenus plus engagés dans le processus en démontrant leur réussite en tant qu'outil pour améliorer l'apprentissage de l'histoire. De plus, cet outil a permis aux apprenants de faciliter et d'améliorer leurs études historiques, ainsi qu'aux enseignants de combiner le contenu et les activités en ligne avec l'enseignement en face-à-face. Sur la base des résultats de cette étude, l'intégration des films historiques dans les cours d'histoire constitue un point de départ pour approfondir l'intégration des films historiques dans les environnements traditionnels afin d'exploiter efficacement les contenus en ligne de manière à faciliter l'apprentissage et l'enseignement.

**Mots clés : civilisation, Films historiques, intégration, TIC**

## ملخص الدراسة

لقد أصبح تدريس التاريخ في التعليم العالي صعبًا نظرًا لتنوع أساليب وطرق التدريس بالإضافة إلى مجموعة واسعة من دوافع المتعلم واهتماماته التعليمية. ومن ثم، يجب على المعلمين النظر في كيفية دمج مناهج جديدة في أساليبهم الحالية من أجل تطوير منهجية التدريس الخاصة بهم وتحقيق أهدافهم التعليمية. نتيجة لذلك، أصبح دمج التكنولوجيا منتشرًا على نطاق واسع عبر مجموعة واسعة من المجالات، بما في ذلك تعلم اللغة وتدريسها، وخاصة تدريس التاريخ. يوضح الأخير أن مشاهدة الأفلام التاريخية يمكن أن تساعد المرء في فهم العديد من الأحداث التاريخية المعقدة. لذلك، أجريت الدراسة الحالية لتقييم التدريس القائم على التكنولوجيا باستخدام الأفلام التاريخية كأداة تعليمية في تعلم / تدريس تاريخ اللغة الإنجليزية كلغة أجنبية لطلاب الماجستير 01 في جامعة عمار تليجي، وتشمل الأهداف المحددة تقديم واستكشاف أثر التكنولوجيا لتعزيز الفهم التاريخي، باستخدام الأفلام التاريخية لتوسيع تجربة الطالب مع التاريخ. ولتحقيق هدف الدراسة الوصفية تم استخدام أداتين بحث، استبيان مع طلاب الماجستير 01 ومقابلة شبه منظمة موجهة إلى 5 مدرسين لمادة التاريخ. تدعم نتائج الدراسة الحاجة بأن الطلاب قد استفادوا من استخدام الأفلام التاريخية وانهم أصبحوا أكثر انخراطًا في العملية من خلال إظهار مدى نجاحهم في العمل كأداة لتعزيز تعلم التاريخ. بالإضافة إلى ذلك، تمكّن هذه الأداة المتعلمين من تسهيل وتعزيز دراسات التاريخ الخاصة بهم وكذلك للمعلمين من الجمع بين المحتوى والأنشطة عبر الإنترنت مع التدريس وجهًا لوجه. بناءً على نتائج هذه الدراسة، يعد دمج الأفلام التاريخية في فصول التاريخ نقطة انطلاق لمزيد من التحقيق في دمج الأفلام التاريخية في البيئات التقليدية ذلك لتحقيق الاستغلال النافع لمحتويات الإنترنت بطريقة تسهل عملية التعلم والتدريس.

**الكلمات المفتاحية:** الحضارة ، تكنولوجيا المعلومات والاتصال ، الأفلام التاريخية