توبرز للخدمات الطلابية

نموذج بحث تخرج في اللغة الإنجليزية – بكالوريوس

The Effect of Using Short English Films on Developing EFL Students' Listening Comprehension at a Saudi University

نموذج إرشادي لبحث تخرج مكتوب بالإنجليزية

قسم اللغة الإنجليزية – مرحلة البكالوريوس

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> هذا الملف نموذج تعليمي أعدّه فريق توبرز يوضح بنية بحث التخرج في قسم اللغة الإنجليزية وطريقة صياغة كل جزء بالإنجليزية الأكاديمية. الدراسة افتراضية للتدريب فقط، فاستخدمها لمعرفة الترتيب والصياغة ثم اكتب بحثك بموضوعك.

1. Introduction

Listening is often the most difficult skill for EFL learners because spoken English is fast, connected, and full of reduced forms. Authentic audiovisual materials such as short films expose learners to natural speech supported by visual context, which may make input more comprehensible and more engaging.

2. Statement of the Problem

Many first-year EFL students struggle to understand native-speaker speech outside the classroom, while listening instruction still relies mainly on scripted audio recordings. This study investigates whether short English films can improve students' listening comprehension.

3. Research Questions

1. Is there a statistically significant difference in listening comprehension between students taught with short films and students taught with conventional audio materials?
2. What are students' attitudes towards learning listening through short films?

4. Objectives and Significance

- To measure the effect of short films on students' listening comprehension.
- To explore students' attitudes towards this technique.

The study may help instructors design more engaging listening courses and add local evidence to research on authentic materials in Saudi EFL contexts.

5. Limitations and Definitions

The study is limited to first-year female students in one English department during one semester. *Listening comprehension* is operationally defined as the score obtained on the listening test designed for the study.

6. Literature Review

This chapter covers three themes: (a) the listening process and its sub-skills, (b) authentic materials and Krashen's comprehensible input hypothesis, and (c) previous studies on using films and videos in EFL listening. End the chapter with a short summary showing the gap your study fills.

7. Methodology

Element	Description
Design	Quasi-experimental: experimental and control groups with pre-test and post-test
Participants	60 first-year EFL students (30 per group)
Instruments	A listening comprehension test and a 15-item attitude questionnaire (5-point Likert scale)
Procedure	Eight weeks; the experimental group watched one 5–8 minute film clip per session with pre-, while- and post-listening tasks
Data analysis	Independent-samples t-test and descriptive statistics using SPSS

8. Results (Hypothetical Example)

Group	N	Post-test Mean	SD
Experimental	30	16.4	2.1
Control	30	13.2	2.6

Write the result in academic English, e.g.: "The experimental group outperformed the control group on the post-test, and the difference was statistically significant ($p < .05$)."

9. Discussion, Conclusion and Recommendations

Interpret the results in light of the literature, then summarise the main findings in one paragraph. Recommendations may include integrating short films into listening courses and training instructors to design film-based tasks.

10. Useful Academic Phrases

- "The aim of this study is to investigate..."
- "Previous studies have shown that..."
- "The findings indicate that..."
- "This result is consistent with..."
- "Further research is needed to..."

References

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هل تحتاج مساعدة في بحث تخرجك بالإنجليزية؟ فريق توبرز للخدمات الطلابية جاهز لمساعدتك
toppers-edu.com | واتساب: +966549093465