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كلية الآداب واللغات

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قسم الآداب واللغة الإنجليزية

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## The Use of Historical Films in Teaching English History

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**Candidates :**

**Daghmous Nour Djihane**

**Supervisor:**

**Mr. Kefali Walid**

### Board of Examiners

Mr. President University of Khenchela

Mr. Kefali Walid Supervisor University of Khenchela

Mr. Examiner University of Khenchela

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## **Abstract**

In traditional learning, history was learned by reading textbooks, novels or hearing poems and short stories about the past. At this time the use of historical films as the main material for teaching and learning history in EFL classroom become prevalent yet received much attention from foreign language educators. Thus, historical movies are substitutional way to convey the historical knowledge in classroom as well promoting learning foreign cultures among students. This study will identify a learning technique that uses historical films in teaching English history, and improving language skills including: speaking, listening, reading and writing. Results also uncovered that the movies are useful in terms of learning foreign language and history.

**Keywords:** Historical Movies, Teaching English history, EFL

## ملخص

في التعليم التقليدي، تم تعلم التاريخ من خلال قراءة الكتب المدرسية، الروايات أو سماع القصائد وقصص قصيرة عن الماضي. في هذا الوقت استخدام الأفلام التاريخية كمادة رئيسية لتعليم ودراسة التاريخ لطلبة اللغة الإنجليزية سائدًا، إذ تلقى اهتماما كبيرا من مدرسي اللغات الأجنبية. وبالتالي، فإن الأفلام التاريخية هي طريقة بديلة لنقل المعرفة التاريخية في الفصل وكذلك تعزيز تعلم الثقافات الأجنبية بين الطلاب.

ستحدد هذه الدراسة تقنية التعلم التي تستخدم الأفلام التاريخية في تدريس التاريخ الإنجليزي وتحسين المهارات اللغوية بما في ذلك: التحدث والاستماع والقراءة والكتابة. بالإضافة أن تعلم اللغة لأجنبية، التاريخ والثقافة.

الكلمات المفتاحية: أفلام تاريخية، تدريس تاريخ اللغة الإنجليزية، اللغة الإنجليزية كلغة أجنبية

## **List of Abbreviations and Acronyms**

<b>EFL</b>	English as a Foreign Language
<b>L2</b>	Second (2 <sup>nd</sup> ) Language
<b>SLA</b>	Second Language Acquisition
<b>FL</b>	Foreign Language
<b>FLL</b>	Foreign Language Learners
<b>Q</b>	Question
<b>ESL</b>	English as a Second Language
<b>Fig</b>	Figure

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## Introduction

English language learners across the various classroom settings in which they participated Daily: English speaking classroom, English-as- a second language ESL classroom, so just like all languages, English has been developed over years for EFL learners.

For this reason, teacher processes that it's important to know English history in order to be able to understand the real English language. Moreover, since learning ESL is not only a matter of memorizing vocabularies and mastering grammar rules, teachers tend to use historical films and movies to illustrate the English history. However, teaching History through films is viewed as a pedagogical best practice once series and films are naturally a part of people's lives nowadays.

Hence, using films to teach historical time periods is not a new idea because it has been considered over the last 20 years and conducted in several countries: Australia (Donnelly, 1); Canada (Boutonnet, 108-109); France (Héry-Vielpeau, ,1) and so many others about their use of films in history classroom.

So unlike documentaries, historical films can be of value to the teachers of history and English since it gives a correct-understanding of how history interact. Previous studies concerning the use of movies as English teaching-Learning tools shed light on the effectiveness, benefits and challenges that are associated with using movies in English as a foreign language (EFL) classroom.

Until recently, few studies directly investigated the practices of teachers with films in the history class (Marcus & Stoddard ,305) regarding to the meaningful context that it provides for the students and can be used to develop high-order-thinking skills for critical and historical thinking:to visualize the past (Marcus et al ,3).

Previous studies concerning the use of historical films as a tool of teaching history shed light on many facts and proofs about the credibility of these films. Scholars have looked at historical films as an interactive way to learn history as well the past.

In other hand, (Li & Wang, 1096) inquire into the effectiveness of using English Movies to improve the oral skills of Chinese learners. Moreover, the educators used English films as a tool of teaching during the English courses to enhance the students' learning and speaking skills, yet not only the oral skills but also the cultural knowledge have-improved (1096).

Similarly, (Ismaili, 121) studied the effect of using movies in EFL classroom. The study heads to survey the effects of using films to teach and learn English. As a result of the study, the researchers found that using films as a method of teaching heightened students' motivation and increased their language skills and proficiency.

(Shen, 106) examined the effects of using English films on listening skills of college students, the study specified that English films develop the authenticity of the learning process.

(Allen, 61) states that watching movies can lift social thinking and knowledge of social perspectives. (Engle, 7) proposes that decision-making is the base of social studies, and with students learning that process without focusing on content memorization, movies can be of use to encourage a significative inquiry of social events. This last allow learners to make decisions based on what they watched and to what teachers do to help the curriculum.

(Allen, 67) explains two main advantages of using movies in classroom. First, films approach learners to people, events, motifs and theories. Second, films reinforce long-term memory and create an abstract thinking.

To sum up, the literature review uncovered some advantages of using movies as a tool of education, in which the researchers point out that using films during classes is an efficient learning method.

Furthermore, the study attempt to address the following questions:

- What are the outcomes of using historical films as a tool of education in history classrooms?
- To what extent are historical films beneficial when it comes to teaching the English history?

- How do EFL learners describe their experiences of using English movies as a tool of learning history?

Also, the study aims to realize the effectiveness of using historical movies as a method of teaching history. In other words, it discusses facts that are related with relying on historical films as a Teaching tools. Particularly, the study aimed to supply informations for EFL learners to watch films for English learning purposes, yet endeavors to achieve the following objectives:

1. Outlining the outcomes of using historical films as a tool of teaching history.
2. Exploring the extent do EFL learners believe the benefits of using films to learn English history.
3. Uncovering teachers' and learners' experience about using historical movies to teach and learn history.

In addition, we conduct a research using the qualitative method through which the researcher will manage to collect the insights of the participants concerning the use of historical movies in EFL classes as a tool to teach / learn History, as well as seeking the truth about the efficiency of this method it's usability and availability. The first chapter manage the different features of teaching history to EFL classes as well as the impact of teaching history on the language skills.

The second chapter endeavors to uncover the importance of using historical movies in history classrooms, and discuss its effects on reducing the Affective Filter in EFL Classes. The final chapter undertake the task of discussing the affects of using historical films in teaching English history using "Lincoln 2012" as a model, the chapter also attempts to debates the reasons behind choosing such film as well as the outcomes of using the film on classroom.

## Chapter One

### Teaching English History

#### Introduction

History is the study of changes over time in all its features, it's a realization to what happened in the past. The origin of the word history is Greek "Historia" that mean to informations.

History teaching on England, some extent in wales, Ireland and Scotland in the 20<sup>th</sup> C has been controlled by "The Great Tradition", this tradition was quite clear and in its both aims and methodology (Bourdilon, 9). The history teacher's role was to give students the truth of the historical knowledge (9), since it's a record of the great and the evil doing of historical personalities. Indeed, in EFL classes, history aims to study the present in the light of the past. For this reason, teachers tend to seek the possible techniques to teach history in all its aspects.

This First chapter delves into the definition of history and the different tools of teaching history in ESL classes as well as the impact of teaching history on the language skill.

#### 1.1. Teaching History

Long time ago, the most concern of the historians was what facts about the past pupils' need to know. They are trained to fulfill arguments with evidence, but not to present apparently peculiar details (Kneeshaw, Pennington, Rulon, 4).

Indeed, the major concern in the late centuries was how to teach history instead of how to learn it. In step with Burke Hinsdale (1897): "in managing with the history of a century or a nation, the first thing to be done is to repair within pupil's mind firmly the foremost points -an outline-a framework- within he can dispose and arrange minor facts and details as he requires them." (Kelly,14).

So, going back to the origins of teaching history, it absolutely was noted that it goes back to 1892. For instance, history as a chosen knowledge was only taught to the prince that would

inherit the crown, when history books were enclosed in a selected library.

Today, students head to study history in order to understand the world they live in, and for doing this they work with different sources as a way of improving their historical background as well developing their language skills.

Additionally, studying history doesn't only concern events of the past, but also attitudes of citizenship, democracy, culture and many other aspects (Black,1). Historians hanker to tell the truth, without totally believing that there's a truth. They are aware that the evidence they use is fallible and imperfect, as it resulted from a selection that was based on criteria (4).

## **1.2. The importance of Teaching History in EFL Classes**

Independence, impulse, collaboration and so many other aspects are well achieved thanks to the use of History in EFL Classes, in which students may question, explain, translate and explore by themselves.

Additionally, teaching history in EFL classrooms complete the previous studies of students in in learning English.

In 1892 subcommittee on history, civil government and political economy, chaired by President Charles Kendall Adams of the University of Wisconsin, was to own a serious Influence on the schedule of The American education (JSTOR), recommended that all Students, whether or not they were college-bound should take four years of history in secondary level (Harmon,17).

In this way, by considering the students' opinion, teachers seek to facilitate the methods of history courses in which it interests the learners more.

History not only provides us with a nostalgic glance of the past but it teaches us the importance of life today. As for EFL learners, history provides identity, manners and behaviors as well as inculcating the cultural habits among students.

Since EFL learners are trying to gain the ability to be aware of language and to understand it, teachers in history classrooms provide several techniques to improve the learners' four skills

(Listening, speaking, reading and writing). For instance, the use of historical films in teaching English history improves listening and speaking skills, in which the student will be able to learn new vocabularies, pronouncing words and accents. thus, they will communicate confidently.

In other hand, the use of poems and literature in teaching history have a major role in which learners gain the ability to read difficult passages and to understand them, this last improve The EFL learners reading and writing skills.

### **1.3Tools of Teaching History in EFL Classes**

A set of tools can be used in history classroom to assist students learning. Thus teachers tend to select numerous tools and materials to use them in the teaching process in order to make the lecture more interesting.

Therefore, there are diverse tools which are often used for teaching the historical events in EFL classes in an efficient technique such as:

- Short stories: Stories are powerful teaching tools simply because they provide the Circumstances to incapable understanding.
- Texts “poetry and literature “: when there was no other way to study history, literature Makes it so interesting and notable to those who learn it through texts.
- Portraits: A piece of art can provide a path into a historical spot for students.

So, art can be a way to illustrate a historical theme. For instance, the painting bellow describes a religious occasion, the Mughal rulers were Muslims, however the ceremony obtained from a Hindu ritual.

The painting represents Akbar and Jahangir had Hindu generals. More specifically, by the 1750s, the Mughal Empire suffered from the weak leadership, the economic crisis and the internal pressure of the Indian states, what made the Mughal Emperor rules just in name.



**Figure1: “A Mughal painting” The weighing of Prince Khurram**

[http://www.teachinghistory100.org/objects/about\\_the\\_object/mughal\\_painting](http://www.teachinghistory100.org/objects/about_the_object/mughal_painting)

➤ Movies: Historical movies belt a grey area between the punctuality of history and the liberty of expression.

According to what have been mentioned, history teachers need to learn how to teach their topic efficiently in order to make it clear to their students (Weiner,5).

#### **1.4 Teaching History through Short Stories**

The growth of storytelling is a reflection of how people learn and communicate. Yet Narration has a serious place and purpose in which oral and writing skills have been improved among learners and educators.

Storytelling is a tool, a process that goes back thousands of years “cave dwellers”. Myths and tales were painted on walls with pigment by cave dwellers’ hands.

The ancient Greeks too carved their signs and letters into tombs, they were the first known

civilization.

Furthermore, over the next several years, written words and storytelling have been developed into a solid works like the Bible.

Nowadays, the literature review using novels, biographies, historical fictions and short stories has been favored by EFL teachers as a way to amend teaching history.

One of the useful tools that can be of use in teaching history is the short story. Speaking about the well-known example that can be used to teach the Civil War is “A Horseman in the sky” by Ambrose Bierce. This last illustrated the real story of the Civil War, in which the learner understand what really happened through. The most important thing that textbooks lack of the ability to illustrate the emotions of the Americans during the Civil War as the short story “A Horseman in the sky” did. It's the war when the one family fought each other, and that was absolutely clear within the story.

Moreover, there are numerous advantages of using stories as a tool of education in history classrooms. Many learners find it hard to memorize facts about historical events, however stories have the ability to relate actions together into a memorable and notable episode. For instance, in “Martins big words”, the story aimed to use repetition and illustration to relate facts.

In other hand, storytelling creates a context and provide a mental map in which the learner may use to imagine what happened and to understand it. Yet viewing the history as a story is a figure that offers a sort of interest to history institution.

Stories are generally set up by characters and their roles, a shape of conflict between them “characters”, so the main theme of the story is the conflict and the settlement. Therefore students may be asked to compose a short story in which they use a historical event as a source, hence this will improve writing skill of the EFL learners beside the listening skill as a result of it.

In addition, using stories as an educational tool in teaching history in both ESL and EFL classrooms provide a good index of reading and writing skills growth.

Of course, not everything works with every student! If we will consider those who prefer literature, history textbooks and short stories as a tool of learning history, the majority of learners may find it as boring as literary texts. For this reason, teachers tend to seek other tools and techniques to teach English History in such an interesting way in which students will be able to go deeply into their understanding of the historical events.

### **1.5 Teaching History through Poems**

When educators discuss a substitutional genre for teaching history, they tend to focus on several tools and poetry are one of them. However, poems as a tool of teaching history are different from studying it as a piece of literature.

It was noted that the earliest poetry has a form of hymn, it has been recounted as a way of remembering historical events and religious stories etc... Indeed, the history of English poetry goes back to the middle of the 7<sup>th</sup> century. During that period, poets' most concern subject was the European culture. However, the English poets was writing also in Latin and Greek, and nowadays in numerous languages.

Today "History" as a base of learning poetry, EFL teachers tend to use poems to get the learners 'feelings and thoughts on the subject, since it has a positive impact on the students learning. Additionally, in history classroom, poetry has a value of improving literary skills as well language development, since scholars argued that students learn better when they use their own knowledge to connect concepts.

EFL learners will ask questions in the context: "Why do people write poetry? And what can we learn about history through poems?"

As a response, history requires learners to understand the improvement made by literature to identify the poetry's forms, clarify words meaning and its importance and analyze characters.

First, teachers tent to classify poems according to their importance to the historical course.

For instance, Walt Whitman's poem "O captain! My Captain!" Written in 1865, about the death of the US president Abraham Lincoln, "Civil War" by Charles Dawson, "A message "by

Elizabeth Stuart Phelps and so many others.

Then, EFL learners will be asked to research the historical events mentioned in the poem, explain it and come up with a sum of their own. Finally, the students need to create an informative presentation based on what they've learnt from the poetry.

### **1.6. Teaching History through Films**

When we visit any school, college in the USA, we may find at least the half of them using films and historical movies as a tool of education in history classes. So along with short stories, poems, illustrations and textbooks, movies are one of the most outstanding teaching tools in history classroom, and since teenagers and youth are a way familiar with Hollywood movies, they will be excited to watch. On the other hand, teachers are quite comfortable using films in teaching history even though films are long and requires a great deal of time.

Historical movies have a huge audience in US, that's far more enjoyable than reading a historical book instead. And as films provide a fresh overview of history and support learning, teachers tend to select several movies that may engage the interest of students in way textbooks might not.

For instance, the historical film “Braveheart” of William Wallace, that illustrate the Scottish rebellion against king Edward “long shanks” to expel the English from Scotland.

The same for “Dunkirk” that portrays the Dunkirk discharge of World War II.

And for this reason, the most valuable use of the historical films is the significance of the events yet the ability of replacing history books, students will be able to see history as it was.

Moreover, in order to collect, choose the relevant historical films, teachers need to consider the relationship between three main ideas: fiction, history and film. Cause the historical movie can support learning as well as improving the learners’ skills to connect to the proper subject matter.

However, people talk all the pattern of lazy teachers who puts on movies instead of doing real teaching. Yet scholars mark those teachers have a good intention in using movies in class.

Some of them indicate that EFL learners get motivated and learn more when a film is used.

But the others assume that students remember what they have seen instead of facts.

Indeed, using films as a primary source extend students with the opportunity to develop their own ideas rather than memorizing facts. Beside several advantages such as:

- Sticking better in memory: Movies gives EFL learners a memorable fact that help them remember what they learnt. students are naturally able to remember the movie instead of remembering a historical textbook.
- Movies bring history to life: Movies bring History out of pages and and help characters come to life
- Movies can be easier to relate to: students ofter read about World War in history books but they prefer “Molly: An American Girl” as an educational source of it.
- Movies gives learners new perspectives: as learners invest emotionally in a movie, it gives them a new perspective on the story.
- Movies are a part of culture: in EFL Classes teachers suggest English historical films since they are a part of the American culture.

As a result of it, it has been mentioned that films develop English language skills since they bring diversity, truth and originality into EFL classroom. Hence, watching films can help the weaker student to memorize events since it helps them to understand just by listening to the language. Yet using films is needed for teaching cultural side as well, since it makes it easier for learners to relate cultures better than textbooks.

### **1.7 The Impact of Teaching History on The Language Skills**

History is a large-based precision that plays a major role in reasoning, understanding and explanations. In other words, it's the knowledge of the study of the past.

Indeed, there is a history of every topic in which it gives us a clear image of how the aspects of society worked many years ago.

Hence, for EFL classes, history helps learners to take positions informed by the past, also it

helps them evaluate how their past engage to their present and shape the future. In addition, EFL learners obtain many skills through learning about history such as: critical thinking research and determine informations.

Moreover, EFL teachers tend to use several tools and techniques that might be of use in the term of improving the learners' language skills. More specifically, short stories, poetry, and historical films have been used as a tool of education in teaching history, yet a way to improve the students 'language skills.

For instance, the use of short stories in teaching history to EFL classes have a major impact on improving and developing both speaking and listening skills. Indeed, short stories in the context of improving the learners' proficiency are quite effective whether in history classes or other activities as well. Asking students to read a short story aloud allow them to develop their speaking-listening skills as well as their pronunciation.

In other hand, the use of poems as a teaching tool to learn history enhances the learner's reading skills since it helps them to improve their vocabulary. In addition, students who read literary texts make a better achievement at acquiring new words more than students who don't read. Furthermore, the use of historical films as a teaching method to teaching English history have a role in developing students critical thinking as well as their language skills. Historical movies assist EFL learner's comprehension, they will be able to hear and understand English completely since it allows them to hear native speakers and native accent. Specifically, watching historical films develop the learners' writing skill, it can be a motivating source for writing in EFL learners by summarizing the film using their own words. They also be able to promote their speaking skills as a result of watching English films.

### **Conclusion**

To conclude, it's possible to say that there are several methods and techniques to teach history to EFL students, then it's up to the teacher to choose the appropriate tool to make the

lessons easier and enjoyable for learners. The main point of this chapter was to indicate the effectiveness of teaching history to EFL students using different techniques. The second chapter will illustrate the major role of using historical films as a teaching tool in teaching English history and whether it's beneficial or not.



## Chapter two

### Historical Movies

#### Introduction

In the modern society, teaching history to EFL learners should not only include information but also provide students with language skills and critical thinking skills rather than leading them to memorize historical facts without even understanding.

The structure of history as a main social science allows EFL teachers to use several methods to facilitate learning and make it motivating and fun. In this era, historical movies are recognized as an effective tool of teaching history. It has been introduced into the EFL classes regarding to people behaviors towards hollywood films, in which students spend over four hours watching films and series. For this reason, educators tend to apply films theory in EFL classes to teach the English history. The following chapter attempt to uncover the different features of historical movies and the importance of using historical films as a tool of teaching history to EFL classes.

#### 2.1. Definition of Historical Movies

A historical film or a period piece is a work determined in a past time period, includes historical fiction, romance and tragedy of a certain period piece.

The beginning of Historical films was in 1915 with “The Birth of a Nation” by D.W. Griffith (b.1875), noted as one of the most celebrated shapes of cinema. An American silent drama, part fiction and part history, recorded the murder of Abraham Lincoln, also attempts to offer an explanation of the most disturbed period in US (offensive stereotypes and apparent racism).

However, it also provoked debates about the meaning of the past and the ability of film to effect popular understanding and lift national myths.

In the other side, historical films have render as a coach of creative ambition. “Martin Scorsses (b.1942)”, “Steven Spielberg (b. 1946)”, “Oliver Stone (b. 1946)”, “Edward Zwick (b.1952)” and so many others have made substantial and massive historical movies and shed

light on the past that were not even represented.

Epic films are first made in Italy (1910-1914), “Quo Vadis (1912), Spartaco (1913) and Cabiria (1914)” were the first and the ancient films that united spectacle, although were mainly common by 1915.

In addition, historical films have been inserted into the FL classes in the middle of 1970s and extended learning with an effective material to demonstrate or increase a real-life immersion experience in the target culture (Garza ,3). And nowadays Historical films suggest a new way of learning the past and to understand it.

## **2.2. Using Historical Movies to Promote History Learning**

In history education, textbooks, poetry, short stories and historical films are typically treated as a teaching method as well as a factual statement. Therefore, in the modern society, EFL learners are quite able to access historical information using any kind of media. However, most of them are facing countless issues in learning English history in classroom. In this frame, EFL educators tend to use historical films as a tool to provide students with knowledge and skills to meditate historical content critically.

Historical films can provide students with an enjoyable and appealing hook that will help them to make an extending communication with people of the past. Indeed, historical movies have a massive audience in the world regarding to its probable prospect of being a learning technique.

In addition, epics and historical films behind their fascinating ventures they present us a truthful side of the characters that we didn't have a chance to know in history school books.

If we consider “Agora” as an example of a historical source, the film was set in Roman Egypt, tells about a slave who seeks freedom and falls in love with his mistress. The city of Alexandria that was founded by Alexander the Great (311 BC) was attracted by so many scientists and Hypatia is one of them. She was one of the effective personalities in Alexandria when the city was troubled by fighting among Christians.

Speaking about the first war of the Scottish independence against England, “Braveheart”

illustrates the story in a way historical books couldn't do. The story of the film was stimulated by the poem "The Acts and Deeds of The Illustrious and Valiant Champion Sir William Wallace" of Blind Harry. Tells about the Scottish rebellion against king Edward that was led by Wallace the Scottish warrior with forces that depend only on 2.500 knights. Yet besides many historical movies of different time and period.

For this reason, EFL teachers attempt to use historical films as a tool of teaching English history since they cover much of American history. Aside from the inclusive input that Movies extend EFL learners with, they also move their interest in learning history. Furthermore, historical film is found to be a motivational technique in studying English, and work as an effective teaching tool since it animates learners' imagination (Hess & Jasper, 7).

### **2.3. Using Historical Movies to Reduce Affective Filter in EFL Classes**

Within EFL classes, it was reported that learners' English proficiency is not good enough whether in history classroom or other classes. Educators assume that the Affective Filter level of these learners is high. Thus, their capacity of learning the foreign language as well the history of language is decadent.

The Affective Filter is a term originated from Krashen Stephen, defined as a mental block that prohibits learners from language acquisition process as well from assimilating new inputs. At all events, it's not sufficient to only teach or to transmit knowledge even though it's intelligible, if the student's affective filter is high, learning FL will be blocked.

Krashen cites that the lower the filter the better information will pass through (Lin, 14), so according to Krashen's SLA theory "Affective Filter theory" that discusses the three variables "motivation, self confidence and anxiety" that influence FL learning (Krashen, 31). Motivation can be defined as the student's willingness and inclination to learn the language and to develop his language skills as well as enriching his knowledge. Second, self confidence is the psychological self estimation of one's own worthiness. The last variable is anxiety which is the feeling of stress and pressure.

In addition, EFL teachers tend to use historical films in history classroom as tool of teaching the English history regarding to their effectiveness on reducing affective filter among students. Indeed, motivation is a main portion that can help learners to speak the FL as a native speaker. However, in history classroom, learners are quite inactive and bored because of the traditional methods that teachers tend to use to deliver inputs “textbooks, novels, poetry etc..”. Besides, students have no good motivation to learn the English history since EFL teachers keep using these methods. In other hand, the great number of the students in one class become a main reason for them to experience a high affective filter.

For this reason, teachers started to use films as an enjoyable tool to motivate learners to acquire more knowledge as well as trying new things and having a good spirit (Eliot,33). Thus, the use of the historical film in history classroom motivates learners and attracts their interests toward the target subject and the course in which they will be able to discuss the lesson freely, ask Q.

Moreover, self-confidence is one of the most effective variables that influences FLL. In fact, the use of historical movies to promote history learning enhance students’ language skills, especially the oral skills, it allows them to gather new vocabularies, develop their proficiency as well, their communicating skills.

In effect, watching English movies have a positive impact on EFL learners, it leads them to improve their skills, adopt new verbal and non-verbal expressions, also be aware of new cultures what may lift their self-confidence to be able to communicate confidently with native speakers.

The lack of the comprehensible input is one of the major reasons of the Affective Filter, in which the student will be afraid to make errors also become stressed and nervous what may increase his anxiety toward learning. Additionally, using historical films as a historical background may lower the Affective Filter since it provides EFL learners with comprehensible information, makes students become more focused and relaxed also encourage them to discipline without embarrassment, as well as building their confidence to use the foreign

language in front of people.

Last, the use of films as a language learning tool supports Krashen's view since watching movies considered as a periodical motive in the study, in which students have a positive attitude toward It.

#### **2.4. Ways of Implementing Historical Movies in EFL Classes**

Functional language learning is a pragmatic process, in which educators takes responsibility of the learners' progress. Indeed, EFL teachers start to use historical films as a tool of teaching history regarding to its fullest advantages on learners' understanding. Fortunately, it takes a while and precise planning to choose a movie to be used in class, hence there are several factors that needs to be taken into consideration when choosing the appropriate film according to the target lesson such as: The Historical clarity, language content, speech delivery, language level and the genetical context.

After selecting the film, the teacher needs to plan how the lesson should be and what the students need to note yet to consider. Most importantly, EFL teachers need to be clear about their objectives (Kelly. 55). For instance, historical movies main aim is not so much for the historical background but for other purposes too "both historical and educational", like morals, values, writing skills, oral skills, historical background, analytical and critical thinking skills and communicative performance. For this reason, before class, EFL teacher must have a prevalent view about the movie' accuracy. In addition, fact-based or fictional, real or a twist, historical movies illustrate the image people think about the past, yet teachers must determine the stage when elements are inaccurate, also line up a suitable movie choice, the relevant sources and the lesson's goal from watching the movie.

For instance, Movie tie- in novels are usually movies that determine the content of the novel or the book, are generally selected by EFL teachers to provide a large reasonable input like "The War and Braveheart" based on their written version.

However, film makers resort to be painters rather than being novelists, they tend to make

words look right (Guista, 206), so under this light, EFL teachers have to choose the suitable movie depends on some criteria: The vocabulary should be daring not impossible, interesting plot to follow and the film need to be identical to the text view to not cause confusion (Hess & Jasper .8).

## 2.5. Descriptive Analysis of The Content of The Historical Movies

In the educational world, EFL teachers aim to make the learning fun, for this reason they usually depend on many methods for teaching non-native speakers the English history. The key to learn history is flooding students in the circumference and showing the causality between the historical events. Textbooks, novels, short stories and portraits can be used to achieve this but none of them can be compared to historical films.

More specifically, Movies allow EFL learners to make an emotional connection to the spot and the period. They capture the students' attention yet help them to create a base to organize their ideas. Indeed, according to some historical movies, the learner will be able to gather information about different places and periods of history of all times. For instance, “The Kingdom of Heaven” a historical drama film, the story is about the crusades during The Middle Age (12<sup>th</sup> C). A Blacksmith who's lost his family and nearly his life goes to help The Kingdom of Jerusalem in their war against Ayyubid Muslim Sultan to reclaim the city from Christians.



**Figure 2: Kingdom of Heaven 2005 “Balian of Ibelin” by Orlando Bloom**

[https://www.google.com/search?q=kingdom+of+heaven+balian+of+ibelin&tbm=isch&ved=2ahUK\\_EwjB66Crm7DxAhWM\\_4UKHQqrBY4Q2](https://www.google.com/search?q=kingdom+of+heaven+balian+of+ibelin&tbm=isch&ved=2ahUK_EwjB66Crm7DxAhWM_4UKHQqrBY4Q2)

Therefore, “Agora” is a drama based on the ancient war between superstition and science, set in Roman Egypt, where women were not expected to be a Role model or anything else, a woman in the 4<sup>th</sup> C A, D was a philosopher, mathematician, teacher and a scientist, she was well respected in Egypt, her father was the keeper of Alexandria’s library. The film's title Agora refers to a name of a famous place in Ancient Greek city-states. The story is about a slave who seeks freedom in the tide of Christianity and falls in love with the daughter of the library's curator Hypatia.



**Figure 3: Agora 2009 “Hypatia” by Rachel Weisz**

<https://www.google.com/search?q=agora+hypatia&client=safari&hl=en-dz&prmd=ivn&source=lnms&tbm=isch&sa=X&ved=2ahUKEwi>

Therewith, “Dragon Blade” is a Movies talks about the legendary Silk Road, extended from Europe to the Middle East and the Eastern coast of Africa to India, China and South Asia. The captain of the Silk Road protection squad (48 B C) Huo an believed on the possibility of the union between notions that use the Road.



**Figure 4: Dragon Blade 2015 “Huo An” by Jackie Chan**

<https://www.google.com/search?q=dragon+blade+jackie+chan&tbm=isch&ved=2ahUKewjao7KBnLDxAhVIIBoKHT8SBHsQ2-cCegQIABAC&oq=>

“Gladiator” is a Roman story film of the General Maximus, although the character is fictional but Commodus and Marcus are real. The film talks about the Roman Empire in the half of the 2<sup>nd</sup> C AD, where the Emperor Marcus hires Maximus to be his heir instead of his own son, what leads him to lose his family. He was captured to be put in the Gladiator game until he lost his life.



**Figure 5: Gladiator 2000 “Emperor Commodus” by Joaquin Phoenix**

<https://www.google.com/search?q=gladiator+emperor&tbm=isch&ved=2ahUKewiNusncnLDxAhUV04UKHYrfApcQ2>

The following table has some information about the mention films above (title, region and country):

TABLE 1. LIST OF SOME HISTORICAL MOVIES TO LEARN HISTORY

<b>Title</b>	<b>Country</b>	<b>Region</b>
The Kingdom of heaven	Jerusalem	Europe
Agora	Egypt	North Africa
Dragon Blade	China	East Asia
Gladiator	Italy	Rome

### **Conclusion**

To sum up with the second chapter, historical movies have been used as a tool of teaching history to EFL classes. This technique evaluates the effectiveness of historical films on improving students' English skills and proficiency, promote history learning as well as adding a touch of modernity to EFL classes, yet helping to offer learners and teachers a teaching method to develop learner's vocabulary and critical thinking skills. The third chapter will be the methodological proceed in the study to proof the efficiency of using historical films to teach English history.

## **Chapter three**

### **Trends in Using Historical Films as a Teaching Tool (Lincoln 2012)**

#### **Introduction**

Using films in the classroom is a step of a vast educational shift that develops knowledge and the skills required for EFL learners. It has become a relevant concept by the 21<sup>st</sup> century, EFL teachers show an appreciation toward the demand of the new teaching method, regarding to its advantages on the study of history.

In this context, teachers have indicated the use of films as an educational tool in their programs whether in the development of critical thinking, analytical skills and historical background. Indeed, many history teachers tend to improve their movies Implementing in history classes as an appreciation of the ability of historical films as a relevant technique that helps students to memorize events of the past as well as the great historical personalities.

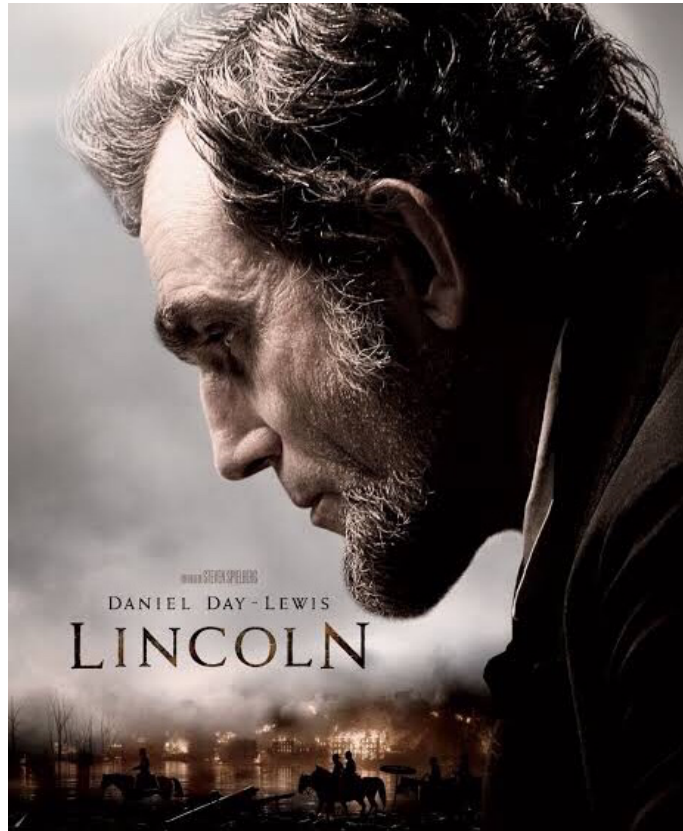
The following chapter aims to reveal the efficiency and the capability of implementing historical movies in EFL classroom. With “Lincoln 2012” as a model, EFL students will understand the wide movement that resulted in the liberation and relief of the slaves. In other hand, they will shed light on the necessity of the 13<sup>th</sup> Amendment of the protection for slavery.

#### **3.1 Technical Card of The Film**

Lincoln (2012) is an American biographical film directed and produced by Steven Spielberg, with Daniel Day-Lewis as the 16<sup>th</sup> president of the United States Abraham Lincoln.

Most conspicuously, David Strathairn as the Secretary of State William Seward, Lee pace as a show-boat Democratic Congressman Femando Wood and Tommy Lee Jones as a Republican Congressman Stevens.

Still, Kushner garnish “Lincoln” with characters like lady Mary Todd Lincoln Sally Field, Ted Lincoln Gulliver McGrath, Joseph Levitt as Robert Lincoln who retreats from Harvard to join the army



**Figure 6: Lincoln 2012, Abraham Lincoln by Daniel Day-Lewis**

<https://www.google.com/search?q=lincoln+2012&tbm=isch&ved=2ahUKEwibi6zxnLDxAhUGKhoKHTTJCW4Q2>

**The Original Title:** Lincoln 2012

**Genre:** Biography, Drama, History

**Original Language:** English

**Directed by:** Steven Spielberg

**Producers:** Steven Spielberg, Kathleen Kennedy

**Writer:** Tony Kushner

**Release Date:** 16 November 2012

**Duration:** 2h 29m

**Music by:** John Williams

**Edited by:** Michael Kahn

**Box office (Gross USA):** \$182.2M

**Starring:** Daniel Day-Lewis

Sally Field

David Strathairn

James Spader

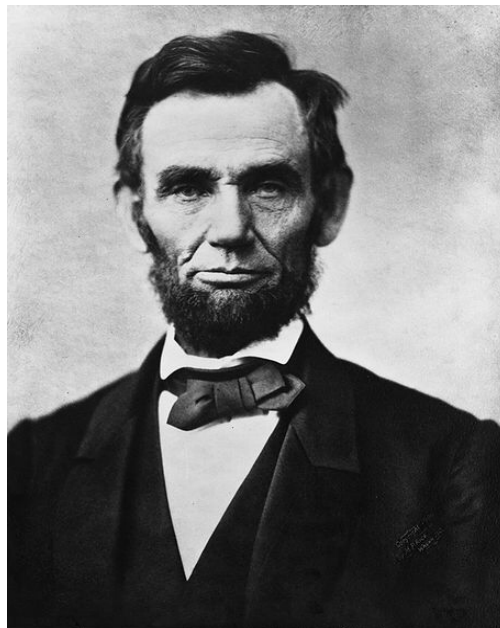
Tommy Lee Jones

Hal Holbrook

Joseph Gordon Levit

**Based on:** Team of Rivals by Doris Kearns Goodwin

### 3.1.1. Abraham Lincoln Biography



**Figure 7: The 16<sup>th</sup> President of The USA Abraham Lincoln**

[http://www.all-art.org/Visual\\_History/428.htm](http://www.all-art.org/Visual_History/428.htm)

#### ➤ **Life**

Abraham Lincoln the son of Tomas Lincoln was born on February 12,1809 in an exceedingly backwoods cabin 3 miles (5 km) south of Hodgenville, Kentucky, and was taken to a farm when he was two years old. His earliest memories were of this home and, particularly, of a flash flood that when washed away the corn and pumpkin seeds he had helped his father plant. Tomas

Lincoln, the descendant of a weaver's novice who had migrated from England in 1637.

Though much less prosperous than a number of his Lincoln forebears, Thomas was a sturdy pioneer. On June 12, 1806, he married Nancy Hanks then had three children: Sarah, Abraham, and Thomas, who died in infancy.

### ➤ **Childhood and Youth**

In December 1816, Thomas Lincoln moved together with his family to southwestern Indiana. Yonder, as a squatter, he quickly placed a "half-faced camp" in which the family took shelter behind a blazing fire. Shortly, he constructed a permanent cabin, and later he purchased the land.

Abraham helped to clear the fields and to require care of the crops but early acquired a dislike for hunting and fishing. The unhappiness period of his life began with the death of his mother within the autumn of 1818. As a ragged nine-year-old, he saw her buried within the forest, then faced a winter without the heat of a mother's love. Fortunately, before the onset of a second winter, Thomas Lincoln brought home from Kentucky a brand-new wife for himself, Sara Bush Johnston, a replacement mother for the youngsters, with two girls and a boy. She ran the household with a good hand, treating both sets of kids as if she had borne them all; but she became especially keen on Abraham, and he of her. He afterward mentioned her as his "angel mother."

His stepmother doubtless encouraged Lincoln's taste for reading, yet the initial source of his desire to be told remains something of a mystery. His mother and father were illiterate, yet he received a formal education. He once said that, as a boy, he had gone to high school "By littles"—a little now and slightly then—and his entire schooling amounted to no over one year's attendance. His neighbors later recalled how he accustomed trudge for miles to borrow a book. per his own statement, however, his early surroundings provided "absolutely nothing to excite ambition for education. Of course, once I came old, I did not know much. Still, somehow, I was able to read, write, and cipher to the rule of three; but that was all." In fact

Lincoln didn't read a huge number of books but tried to memorize and absorb what he did read.

These included Parson Weens's Life and Memorable Actions of Chief Executive (with its story of the little hatchet and also the cherry tree), Daniel Defoe's imaginary being, John Bunyan's Pilgrim's Progress, and Aesop's Fables. From his earliest days he must have had some familiarity with the Bible, for it doubtless was the only real book his family owned.

In March 1830 the Lincoln family undertook a second migration, now to Illinois, with Lincoln himself driving the team of oxen. Having just reached the age of 21, he was near to begin life on his own. He was known for his skills and strength, He spoke with backwoods twang and walked within the long-striding, flat-footed, cautious manner of a plowman. He was talented in storytelling and rapidly made friends.

With the coming of Black Hawk War 1832, Abraham Lincoln was elected captain of his company. Meanwhile, he taught himself Grammar and mathematics then started to study law books, and in 1836 he began to practice law.

For the coming year, he moved to Springfield that offered many opportunities for a lawyer than New Salem did. At the beginning, Abraham Lincoln was a copartner of John T. Stuart and Stephen T. Logan, then in 1844, he became a partner of William H. Herndon. They kept some of their business and divided the cash between them.

Abraham Lincoln married Mary Todd on November 4, 1842. Four children he had, Edward died at the age of 4, William Wallace was 11. Robert was the only one to survive and his favorite Tomas. His wife was declared insane in 1875 after the death of Willie.

### ➤ **The Road to Presidency**

For about five years Lincoln took little part in politics, then a brand-new sectional crisis gave him an opportunity to reemerge and rise to statesmanship. The Kansas-Nebraska Reaction provoked violent opposition in Illinois and also the other states

of the old Northwest.

.. Lincoln's prose and speeches, however, were eloquent, pithy, powerful, and freed from the verbosity so common in communication of his day. The debates were published in 1860, along with a biography of Lincoln, during a best-selling book that Lincoln himself compiled and marketed as a part of his campaign.

In their basic views, Lincoln and Douglas weren't as far apart as they seemed within the heat of political argument. Neither was abolitionist or proslavery. But Lincoln, urged that Congress must eliminate slavery from the territories. He disagreed with Douglas's belief that the territories were naturally unsuited to the slavery-based economy which no congressional legislation was needed to forestall the spread of slavery into them. Again and again, he insisted that the civil liberties of each U.S. citizen, white additionally as Black, were at stake. He agreed with Thomas Jefferson and other founding fathers, however, that slavery should be merely contained, in some way attacked.

At last, Abraham Lincoln lost the election. Although the result didn't surprise him, it depressed him deeply. Lincoln had, nevertheless, gained national recognition and shortly began to be mentioned as a presidential prospect for 1860.

On May 18, 1860, Abraham Lincoln was installed on the third ballot at the Republican National Convention in Chicago. He then omitted his practice and, though making no stump speeches, gave full time to the direction of his campaign. His "main object," he had written, was to "hedge against divisions within the Republican ranks," and he counseled party workers to "say nothing on points where it's probable we shall disagree." With the Republicans united, the Democrats divided, and a complete of 4 candidates within the field, he carried the election on November 6. Although he received no votes from the geographical region and no quite 40 out of 100 within the country as an entire, the favored votes were so distributed that he won a transparent and decisive majority within the body.

### **3.2. Content Analysis of The Film:**

There are many varied sorts of media employed in passing particular information apart from entertainment. Movies have for an extended time been a source of data and entertainment. Movie producers have relied significantly on movies to enlighten various individuals on particular issues affecting them and also the entire global society.

One aspect that has been extensively explored cooperation is government with relation to classical society. Various movies are produced so as to enlighten communities on specific issues and concerns of social science. One movie that continues to draw in interests of stakeholders within the politics arena is “the new movie Lincoln” (Spielberg).

The movie focuses on American politics during the reign of President within the 19th century. The new movie Lincoln could be a historical analysis movie that enlightens the audience on the passage of the 13th Amendment on one hand and therefore the end of warfare on the opposite hand. Contrary to several expectations, the movie doesn't specialize in President Abraham Lincoln's life but rather the aspects of his leadership that were considered to be very effective especially during the last four months of his reign (Spielberg). during this movie, the director, Spielberg aims at depicting President as a good leader who wasn't only wise but also, very thoughtful despite his poor upbringing. it's through wisdom and being thoughtful that made the president to lobby votes towards adoption of the 13th Amendment, which enhanced the abolishment of slavery and involuntary services (Spielberg).

Two aspects of classical politics are evident during this movie. Firstly, it's amazing to determine how President, acted by Daniel Day-Lewis, is in a position to figure along with the oppositions. The movie portrays President Abraham Lincoln as a valuable and workable leader who believed in unity and compromise for the advantages of USA citizens. Sacrificing personal views and ideologies so as to confirm that each citizen benefits are a side of politics only experienced during the classical period (Spielberg). within the movie, Lincoln lobbies the support of racist democrats to assist in achieving ideologies that will benefit every America.

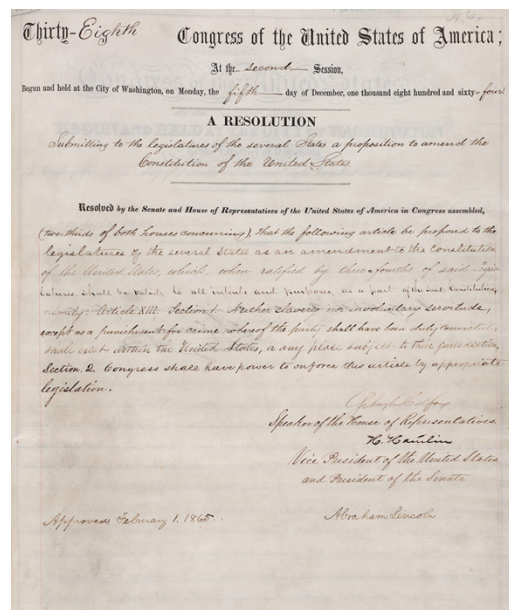
His attempts are noticed when the 13<sup>th</sup> Amendment is passed the way of eliminating slavery

and the imperative bondage (Spielberg). Unfortunately, the contemporary politicians have did not learn from such amazing qualities. it's difficult to seek out the present president of the US consulting and reaching a compromise with the opposition for the advantages of American citizens. Another aspect of politics displayed during this movie is that the qualities required for effective leadership.

Throughout the movie, the President of the United States is portrayed as not only wise but also thoughtful. The invaluable qualities of leadership portrayed by Lincoln during this film or movie confirm how effective Chief Executive was during his reign.

Thus, President Lincoln continues to be one of the simplest presidents American has ever had since the classical period. it's therefore important for the contemporary politicians to be told that for one to be a good leader there are must-have invaluable qualities that stem from wisdom and thoughtfulness (Spielberg).

There is little doubt that this movie could be a good piece of art that doesn't only entertain but also, provide adequate and essential information concerning classical American politics. Moreover, the movie makes the audience to understand the work done by President lawyer during his reign. it's also a imply all these politicians to emulate the actions and leadership kind of President United States President. This is politics. in its real shape, and not so many have found a way to illustrate it as Kushner did.



### **Figure 8: The Original Copy of 13<sup>th</sup> Amendment Signed by Abraham Lincoln**

<https://www.monticello.org/site/press/monticello-display-original-copy-13th-amendment-signed-abraham-lincoln>

#### **3.3. Reasons why Teachers-Learners Choose Lincoln Film:**

The reunite of Spielberg with long standing producing partner Kathleen Kennedy, contribute a multi-award-winning star cast lead by Daniel Day-Lewis and a story about one in all the foremost revered Presidents in US history “The 16th President Abraham Lincoln”, and you've got an accolade nominated movie by default. Lincoln has of these fine qualities and a full lot more.

this can be often not just a beautiful film for the explanations stated above, or because it's very easy to praise a movie directed by Spielberg. From the beginning until the end, Lincoln is as exquisitely fashioned filmmaking — an amalgamation of art, literature, politics, society, history, and most significantly, humanism. For this reason, EFL teachers-Learners seek to use Movies as a historical source since they seem to be a reflection of The American political atmosphere and culture of the masses.

So, through the particular incontrovertible fact that Hollywood’s cameras showed that people's most interest were within the wisest, strongest leader and also the president Abraham-Lincoln is one in every of them.

Piloting this powerhouse of a movie is Daniel Day-Lewis in easily his finest hour as a technique actor. Throughout the narrative Lincoln is jagged within as he handled his Role as the President of a nation, as a father who has lost his son, and as a caring husband who must reveal a heart's contents to his wife when decisions become hard.

This can be one in every of the foremost important films of the year and maybe even the days we board. By its very making, Spielberg has written the foremost effective obituary for one all

told the foremost effective Attenborough; the commonality being crucial moments in history, instead of a lesson in and of itself.

Indeed, for history classes, Scholars believe there will be a historical anomaly within the narrative if this film is merely deemed as a biographical movie. this might be why historians strongly recommend the film as a political, historical drama instead of a componential biography.

In parallel, going back to the political movies featuring the 16<sup>th</sup> president of the US Abraham Lincoln that got high reviews on IMDb “Internet Movie Database”:

- Abraham-Lincoln, Vampire Hunter (2012)
- Lincoln (2012)
- The Better Angels (2014)
- Young Mr. (1939)

The analysis comprised these four movies using a Qualitative Data Analysis to inquire about the Users Ratings and Awards of each film to uncover the film accuracy and the reason why would EFL teachers-learners choose Lincoln (2012) as a historical tool.

The figures below illustrate the User Ratings of the films analyzed:

**Fig 9: Arithmetic of IMDb Users’ Vote Ratings “Abraham Lincoln Vampire Hunter”**

[https://www.imdb.com/title/tt1611224/ratings?ref\\_=tturv\\_ql\\_4](https://www.imdb.com/title/tt1611224/ratings?ref_=tturv_ql_4)



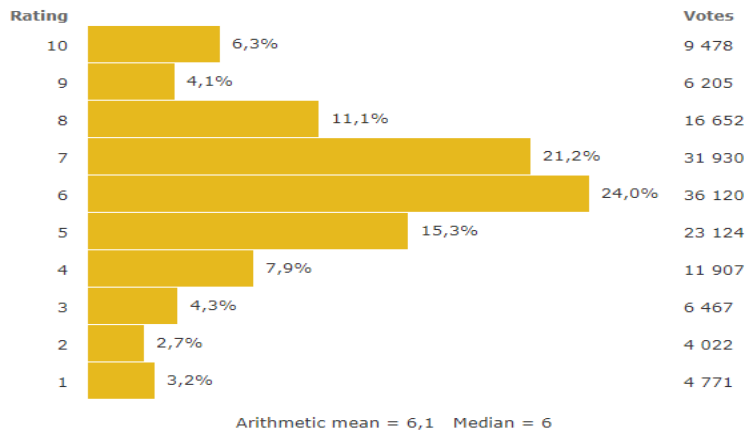
Abraham Lincoln: Chasseur de vampires (2012)

### User Ratings

★ 5,9 ☆ Rate

#### IMDb Users

150 676 IMDb users have given a **weighted average** vote of 5,9 / 10



[https://www.imdb.com/title/tt0443272/ratings?ref=tturv\\_q1\\_4](https://www.imdb.com/title/tt0443272/ratings?ref=tturv_q1_4)

**Fig 10: Arithmetic of IMDb Users' Vote Ratings "Lincoln (2012)**



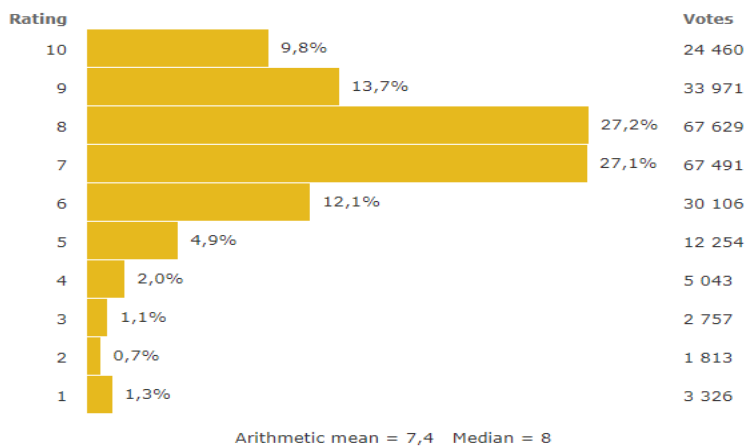
Lincoln (2012)

### User Ratings

★ 7,3 ☆ Rate

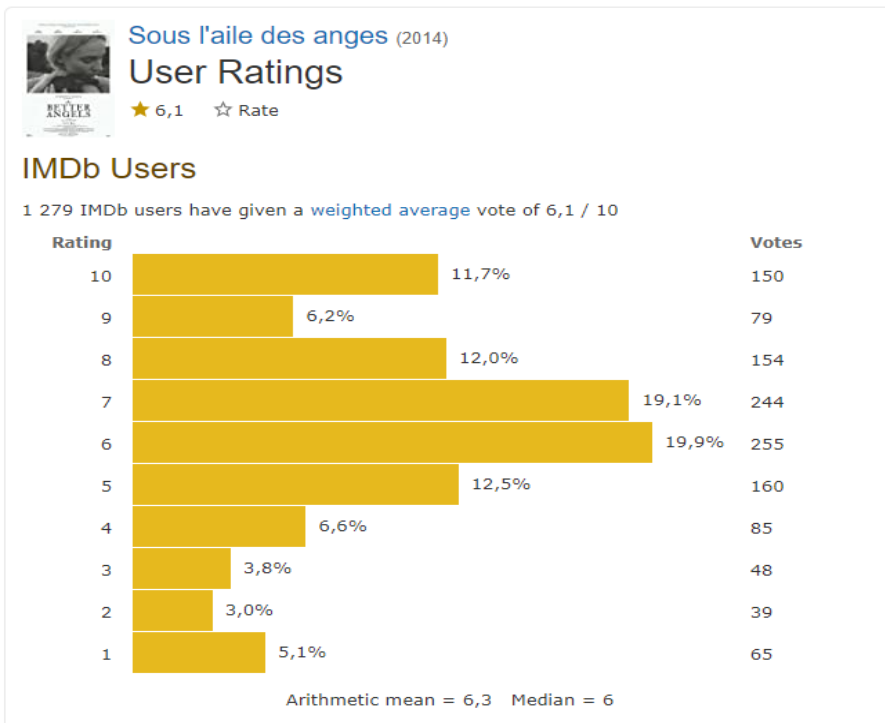
#### IMDb Users

248 850 IMDb users have given a **weighted average** vote of 7,3 / 10

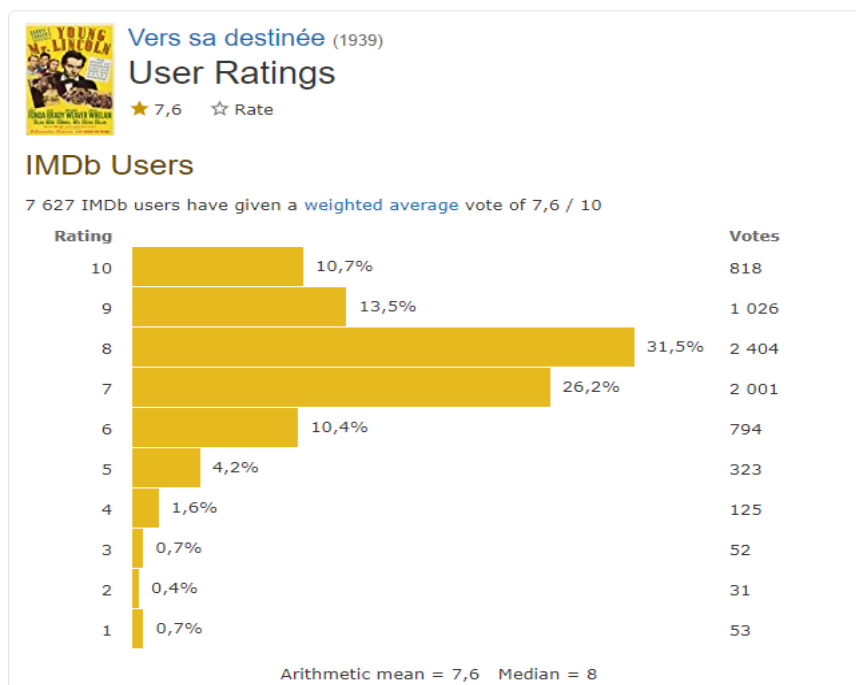


[https://www.imdb.com/title/tt2316868/ratings?ref=tturv\\_q1\\_4](https://www.imdb.com/title/tt2316868/ratings?ref=tturv_q1_4)

**Fig 11: Arithmetic of IMDb Users' Vote Ratings "The Better Angels"**



**Fig12: Arithmetic of IMDb Users' Vote Ratings "Young Mr."**  
[https://www.imdb.com/title/tt0032155/ratings?ref=tturv\\_ql\\_4](https://www.imdb.com/title/tt0032155/ratings?ref=tturv_ql_4)



Beyond any doubt, the data shows a notable Ratings difference for the four mentioned films that featured The President Abraham Lincoln Biography and presidency. According to the figures shown above, we note that “Abraham-Lincoln, Vampire Hunter” film and “Better Angels” film got the least number of votes of IMDb Users, ranging between 5,6 out of 10 votes for Vampire Hunter (2012) and 6,1 out of 10 votes for Better Angels (2014). Unlike Young Mr. (1939) and Lincoln (2012) who nearly got around 8 out of 10 votes of IMDb Users.

Nonetheless, the average of votes for Lincoln (2012) and Young Mr (1939) emerged confirmation and certainty that urged audiences to be more willing to choose watching Lincoln (2012) and Young Mr (1939) to seek knowledge about the 16<sup>th</sup> president of United States.

Regarding to the nominations and wins, Young Mr. (1939) was nominated for 2 awards and 3 wins however, Steven Spielberg’ Lincoln (2012) was nominated for 252 awards and 108 wins which makes it better that Young Mr (1939) compared to its awards of Best Performance and Best Achievement in Production Design.

Thus, speaking about Lincoln (2012) accuracy, Historical films are not purely portrayal of what really happened in the past, there is always a piece of creative license, choices to enhance the attraction the film can make to the audience, and Lincoln is no exception (Zarefsky, 155).

Some interests are matters of fact: like the Connecticut delegation voted for the 13<sup>th</sup> Amendment yet the film showed them voting against. We do also deal with matters of probability: like Lincoln slapping his son Robert, exaggeration and misplaced certainty (155).

But, it's also true that Steven Spielberg’ Lincoln (2012) correctly portrays the historical events of passing the 13<sup>th</sup> Amendment and showing Lincoln ability to inspire, manipulate and manage the politicians reconciling his executive cabinet, what makes Lincoln (2012) historically accurate.

### **3.4. Outcomes of Using Movies on Classroom**

Many educators and researchers are fervent about the use of historical films in foreign language classes as films extend a show to natural language, historical knowledge and cultural contexts.

Indeed, watching films in EFL classroom has been chosen to help learners promote their vocabulary skills, develop their language skills “learning, listening, reading and writing” also invigorate thoughts and discussion.

In parallel, the use of movies as a teaching-learning tool has been found to raise motivation in learners to study the foreign language. Thus, historical films have the ability to provide the lesson without using textbooks as movies can help students live a certain feeling for a certain event or era.

Movies can also be used as an interest-building tool to reduce affective filter in EFL classes, so it's considered as the key to help learners understand the topic in its real shape. Moreover, historical films can supply teachable moments, yet a film can include new information “events” that go beyond the need and allow the student to highlight new important matters.

There is a perception that the use of historical films is a bad method of teaching, thus they may not be completely historically accurate. Therefore, it's important to mention the historical inaccuracies to provide the student with truthful facts.

In addition, the use of historical films in teaching English history has been widely considered as a great educational method for EFL students for many reasons: First, movies are beneficial for visual learners, in which they help them to study concepts without fences that restrain learning. Second, films permit students to see facts through different perspectives. Then, Foreign films help learners to study the foreign language, more specifically it allows EFL students to promote history learning. For example, “les misérables” helps learners to comprehend the French Revolution. Also, movies illustrate the socio-cultural background of a specific era and teach learners about the reality of appearance, proficiency, facts, nature of language and characters.

Therefore, EFL teachers aim to decide what appropriate film to use depends on several considerations such as: The Entertainment Value; in which the film should be of interest to the topic. Proficiency Level; in which the student needs to enjoy the movie through his level of understanding. Most and foremost, The Historical Context; especially in history classrooms. Duration of The Film and finally, The Cultural Sensitivity; since movies are the right technique to show the cultural

differences.

To conclude, from our study; the best result of using historical movies in teaching English history is well achieved.

## **Conclusion**

The use of historical films in teaching English history has been considered as a beneficial tool regarding to its advantages on EFL learning. Thus, the previous chapter studied those advantages and the reasons behind choosing historical film as an educational technique through deploying film analysis “Lincoln 2012” yet the rationale behind choosing such film depends on IMDb Users Ratings, films’ awards and the film accuracy.

Finally, the chapter examined the importance of using historical films as a tool of teaching history and the required considerations to select the movie.

## **Conclusion**

The essential mission of this study was to uncover the effectiveness of using historical films in teaching English history. It makes a signal to the former studies that were carried to employ historical films in EFL classrooms. For this reason, the previous study aims to investigate the reach in which EFL teachers-learners are aware of the significance of movies as a historical source. It also pinpoints the importance of teaching history to EFL classes as well as the different tools used to study history and historical films as a chosen method to teach foreign languages.

The first chapter traced the different methods used to teach history to EFL classes. Hence, the impact of teaching history on the student’s language skills and the way it affects the learner’s critical thinking. Moreover, the second chapter illustrated the role of historical films on history learning. Thus, historical movies have been adopted by teachers regarding its importance to reduce Affective Filter in the EFL classroom.

Last, the methodological part discussed the different reasons used to select the appropriate film depends on IMDb Users Votes Ratings and the movie's accuracy. Finally, the study is a testament that Historical movies are quite beneficial to teach history and foreign languages instead of textbooks to EFL classes.

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