T. R.
GAZIANTEP UNIVERSITY
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES TEACHING
ENGLISH LANGUAGE TEACHING PROGRAM

ON THE ROLE OF SHORT FILMS IN ENHANCING READING COMPREHENSION SKILLS: CRITICAL DISCOURSE ANALYSIS OF PERCEPTIONS OF EFL STUDENTS

Master's of Arts Thesis

NURAN LEKEALMAZ

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APPROVAL OF THE JURY

Student	: Nuran LEKEALMAZ
University	: Gaziantep University
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I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Arts.

Assoc. Prof. Dr. Filiz YALÇIN TILFARLIOĞLU

Head of Department

This is to certify that I have read this thesis and that in my opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Arts.

Assoc. Prof. Dr. Filiz YALÇIN TILFARLIOĞLU

Supervisor

This is to certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master's of Art.

Examining Committee Members	**Signature**
Assoc. Prof. Dr. Filiz YALÇIN TILFARLIOĞLU	
Asst. Prof. Dr. Fatma Şeyma DOĞAN	
Asst. Prof. Dr. Meltem MUŞLU	

It is approved that this thesis has been written in compliance with the formatting rules laid down by the Graduate School of Educational Sciences.
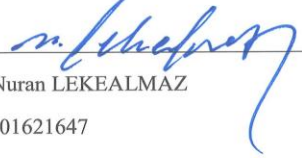
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The information contained here is, to the best of my knowledge and belief, accurate. I have read the University's current research ethics guidelines and accept responsibility for the conduct of the procedures set out in the attached application in accordance with these guidelines, the University's policy on conflict of interest and any other condition laid down by the Gaziantep University Research Ethics Committee or its Sub-Committees. I have attempted to identify all the risks related to this research that may arise in conducting this research and acknowledge my obligations and the rights of the participants.

I have declared any affiliation or financial interest in this research or its outcomes or any other circumstances which might present a perceived, potential or actual conflict of interest, in accordance with Gaziantep University policy on Conflicts of Interest.

Signature   :

Name   : Nuran LEKEALMAZ

Student ID Number   : 201621647

Date   : 08.07.2019

To my beloved parents and precious sisters...

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ÖZET

KISA FİLMLERİN OKUDUĞUNU ANLAMA BECERİSİNİ ARTIRMADAKİ ROLÜ ÜZERİNE: YABANCI DİL OLARAK İNGİLİZCE ÖĞRENEN ÖĞRENCİLERİN ALGILARININ ELEŞTİREL SÖYLEM ANALİZİ

LEKEALMAZ, Nuran

Yüksek Lisans, İngiliz Dili Eğitimi

Tez Danışmanı: Doç. Dr. Filiz YALÇIN TILFARLIOĞLU

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İngilizce derslerinde teknoloji kullanılmasının tarihsel süreçteki gelişimi, 21. yüzyıl bakış açılarının oluşumunda önemli bir role sahiptir. Bu çalışmada, kısa filmlerin, Türkiye'de bir devlet üniversitesindeki Yabancı Diller Yüksekokulu öğrencilerinin İngilizce okuduğunu anlama becerilerinin geliştirilmesinde rolü olup olmadığının tespit edilmesi amaçlanmaktadır. Ayrıca, bu araştırmada, öğrencilerin İngilizce derslerinde 12 hafta boyunca kullanılan kısa filmlerin etkilerine ilişkin algılarının incelenmesi amaçlanmıştır.

Bu çalışmada karma bir yaklaşıma dayanan deneysel araştırma deseni kullanılmıştır. Nicel veriler, öğrencilerin İngilizce okuduğunu anlama becerilerini geliştirip geliştirmediklerini ve uygulamanın, diğer bir deyişle hedeflenen dönemde kısa film izletilmesinin ardından ilerleme kaydedip kaydetmediklerini tespit etmek amacıyla ön test ve son test şeklinde uygulanan bir okuma testi ile toplanmıştır. Nitel veriler ise uygulama süresi sonunda, rastgele seçilen 13 öğrenci ile yapılan ve açık uçlu sorular içeren yarı yapılandırılmış görüşmelerden elde edilmiştir.

Hem kontrol grubuna hem de deney grubuna uygulanan ön test ve son testten toplanan nicel verilerin analiz sonuçları, deney grubu ile kontrol grubu arasında istatistiksel olarak anlamlı bir fark olduğunu göstermiştir (t=-13.805; p=.000). Ayrıca, 12 haftalık uygulama dönemi sonunda rastgele seçilen 13 katılımcı ile yapılan yarı yapılandırılmış görüşmeler yoluyla elde edilen nitel verilerin eleştirel söylem analizi, İngilizce derslerinde kısa film kullanılmasının yabancı dil olarak İngilizce öğrenen öğrencilerinin okuduğunu anlama becerilerini arttırmada etkili ve kullanışlı bir yöntem olduğunu ortaya koymuştur.

Anahtar Kelimeler: Okuduğunu anlama, kısa filmler, İngilizce sınıfları, eleştirel söylem analizi

ABSTRACT

ON THE ROLE OF SHORT FILMS IN ENHANCING READING COMPREHENSION SKILLS: CRITICAL DISCOURSE ANALYSIS OF PERCEPTIONS OF EFL STUDENTS

LEKEALMAZ, Nuran

MA Thesis, English Language Teaching Program

Supervisor: Assoc. Prof. Dr. Filiz YALÇIN TILFARLIOĞLU

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The historical background of using technology in EFL classrooms has an important role for the development of 21st century perspectives. This study aimed to investigate whether short films have a role in improving English reading comprehension skills of preparatory school students in a state university in Turkey. Also, this research aimed to analyse the students' perceptions on the effects of short films which were integrated into the classes for 12 weeks.

This study employed an experimental research design based on a mixed approach. For quantitative data, a reading test which was given as pre-test and post-test was benefitted to investigate whether the students enhance their English reading comprehension skills and do better after the treatment, namely watching short films during the targeted period. For qualitative data, semi-structured interviews including a set of open-ended questions were conducted with randomly selected 13 students at the end of the treatment period.

The analysis results of the quantitative data collected through pre-test & post-test which had been applied to both control group and experimental group demonstrated that there was a statistically significant difference between the experimental group and the control group (t=-13.805; p=.000). Besides, the critical discourse analysis of the qualitative obtained from semi-structured interviews made with randomly selected 13 participants at the end of the 12-week treatment period revealed that integration of short films was an effective and useful method in enhancing English reading comprehension skills of EFL learners.

Key Words: Reading comprehension, short films, EFL classrooms, critical discourse analysis

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LIST OF ABBREVIATIONS

CBI: Content-based Instruction

CDA: Critical Discourse Analysis

EFL: English as a Foreign Language

ELT: English Language Teaching

ESL: English as Second Language

SFL: School of Foreign Languages

SPSS: Statistical Package for Social Sciences

CHAPTER I
INTRODUCTION

1.1. Presentation

This chapter gives detailed information regarding the background of the study, which is mostly about the importance of English language, learning English as a foreign language, use of technology in EFL classrooms and integration of video materials as a teaching aid. Later, statement of the problem is specified, and then aim and significance of the study is defined. After assumptions and limitations of the study are stated, definitions of the terms are provided in the chapter.

1.2. Background of the Study

It is a crystal-clear fact that our world is getting smaller each day due to swift globalization (Rohmah, 2005), which leads people to communicate with other people who are the speakers of a wide range of different languages spoken in different parts of the globe.

Based on the numbers of speakers as well as on its intensive uses for international communication and on other less quantifiable measures, English is one of the most significant languages of the world (C. Baugh & Cable, 2002). English, which is also called as "Lingua Franca", is the most widely used mutual language around the world in terms of preference by non-native speakers (Chang, 2006; Crystal, 2012).

Issues of ethnicity, colour and religion are not obstacles for the ongoing spread of the use of English. As it is stated by Broughton and his colleagues "besides being a major vehicle of debate at the United Nations, and the language of command for NATO, it is the official language of international aviation, and unofficially is the

first language of international sport and the pop scene" (Broughton, Brumfit, Flavell, Hill & Pincas, 2003).

1.3. Statement of the Problem

Considering its importance for international communication and global developments, each nation tries hard to get its citizens to learn English language sufficiently and to use it effectively. Therefore, almost all countries, including Turkey, have compulsory English lessons in their curriculum from the first years of elementary school till the last year of high school. For higher education in Turkey, the main purpose of English language education is the internalization of education, which is related to international standards systems, and offers various services such as studying abroad, employing international students, partnership programs, internalized curriculum and research and academic collaboration (Kırkgöz, 2017).

In such a global world and century, undoubtedly, EFL classroom environment provides a number of unique challenges as well as numerous opportunities for English language teachers. In order to increase the possibilities for enhancing student learning, it is especially important for teachers to review and analyse new developments and benefit from a wide range of teaching tools, such as real objects, educational games, theatre plays, handcraft activities, visual materials, audio materials and video materials which are chosen carefully according to the age and the level of the learners.

Since 1980s, films and videotapes have been regarded as effective tools to improve language skills in ESL and EFL classrooms (Stoller, 1988). A lot of researchers discussed the various advantages and practical points of these video materials and made a great deal of suggestions towards the use of them in ESL/ EFL classrooms to boost the learning of the language learners.

Hence, both depending on the current literature and trying to explore more, this specific research study aims to find out whether short films have a role in enhancing English reading comprehension skills preparatory school students at Harran University School of Foreign Languages. Also, this study gives the students an opportunity to express their ideas and share what they think about the integration of short films into their classes. The underlying reasons for choosing short films and

reading comprehension skills particularly will be explained in the following parts of this chapter.

1.4. Aim of the Study

The mastery of English language especially for academic and communicative purposes has always been a challenge for many students. To help students increase their proficiency levels in English language skills and have a good command of the target language, in the learning process, everyone from instructors to material developers tries to benefit from different kinds of teaching materials, especially technological ones. A video material as an educational aid is one of them.

Nowadays, besides being a part of day-to-day activities, video materials are utilised as an effective method in teaching English language as a foreign language for all levels of learners both inside and outside classroom (Bajrami & Ismaili, 2016). Ever-changing technological developments provide new opportunities for instructors to integrate online materials, videos and films into teaching environment to help both learning and teaching become more interesting and meaningful.

The purpose of the present study is to investigate whether short films have a role in the development of English reading comprehension skills of preparatory school students at a state university in Turkey. Also, it aims to analyse the students' perceptions on the integration of short films, which lasted for twelve weeks. At the end of the study, it is aimed to identify to what extent short films affect the English reading comprehension skills and to what extent students believe that watching short films can help them get motivated, decrease language learning anxiety, improve their language skills and enhance particularly reading comprehension skills.

Based on the research framework and problem statement, two research questions were determined and investigated in this experimental study:

Research Question 1: Does the integration of short films into EFL classrooms have a role in the development of English reading comprehension skills of preparatory school students at a state university in Turkey?

Research Question 2: What are the students' perceptions on the effect of short films in their learning?

1.5. Hypotheses of the Study

Hypothesis 1: There is no relationship between the integration of short films into EFL classrooms and the development of English reading comprehension skills of preparatory school students.

Hypothesis 2: Students think that there is no effect of the integration of short films.

1.6. Significance of the Study

As it has been stated in the previous parts of this chapter, the effect of short films in enhancing English reading comprehension skills of EFL learners and their perceptions on the integration will be investigated in the current study.

There are a great deal of studies focusing on the use of video materials for developing listening and speaking skills, for enhancing vocabulary knowledge and for increasing language learning motivation and intercultural awareness of students (Bahrani & Sim, 2012; Bajrami & Ismaili, 2016; Chao, 2013; Iranmanesh & Darani, 2018; Shing &Yin, 2014). Unlike these, this study, particularly focuses on the role of short films as video materials to increase English reading comprehension skills and it aims to investigate the students' perceptions on the incorporation of short films into their classes.

The reason behind integrating short films into EFL classroom, specifically to increase English reading comprehension skills of the learners can be explained with the importance of this skill. Anderson et al. (1985) described reading as the process of creating meaning from written texts. According to Wixson, Peters, Weber and Roeber (1987), reading is the process of making meaning which includes: (a) the reader's existing knowledge, (b) the text information and (c) the reading context. As it is indicated by Gilakjani and Sabouri (2016), while the readers try to extract meaning from a written source, they need interaction and involvement with written language. No matter what country we live in, it is utterly usual to encounter English language in telecasts, printed media, building or shop names, public notices, touristic places, and on all kinds of containers. Therefore, the need for improving English reading comprehension skills cannot be ignored or underestimated. In other words, being

deprive of reading comprehension skills may cause many challenges in everyday life of this global and high-tech age.

To enhance English reading comprehension skills of EFL learners, teachers should select appropriate materials to help their students be intrinsically motivated for reading, build knowledge and use cognitive strategies, (Alyousef, 2006). At this point, short films come to the help of EFL teachers as authentic, original, entertaining, thought-provoking, and most importantly, time saving materials.

Depending upon all these facts, the integration of short films followed by different types of reading texts and unique reading comprehension activities will bring a new insight into EFL education and be a model for further studies investigating the other benefits of using short film in the classroom.

1.7. Assumptions

The following assumptions were made for the study to achieve its objectives.

1. The participants answer the questions in pre-test & post-test carefully.
2. The participants express their true feelings and opinions related to the integration of short films into the lessons in semi-structured individual interviews.
3. There is no significant difference between the instructors of control and experimental groups in terms of teaching.

1.8. Limitations

The limitation in this study is related to the research sample. The research was carried out at a state university in Turkey. Since the researcher of this study was teaching to the students in Compulsory English Preparatory Program, those students were chosen as the sample of the research. The total number of the students in this program was 56 in the spring semester of 2018-2019 academic year, so the study was limited to 56 students. Therefore, the results can be generated for only this context. Similar studies need to be conducted with different students from other universities in Turkey for more generalizable results.

1.9. Definitions of Key Terms

The definitions of a few key terms related to short films made by the Academy of Motion Picture Arts and Sciences are given below:

Short film: A short film is defined as "an original motion picture that has a running time of 40 minutes or less, including all credits" (Academy of Motion Picture Arts and Sciences, 2019).

Animated short film: An animated film is defined as "a motion picture in which movement and characters' performances are created using a frame-by-frame technique" (Academy of Motion Picture Arts and Sciences, 2019).

Live Action short film: A live action film is a type of film that "uses imagery created primarily through practical photographic techniques used to capture physical actors, props, sets, and locations" (Academy of Motion Picture Arts and Sciences, 2019).

Feature film: It can be defined as "an original motion picture that has a running time of 40 minutes or more, including all credits" (Academy of Motion Picture Arts and Sciences, 2019).

CHAPTER II
LITERATURE REVIEW

2.1. Presentation

      This chapter addresses the effects of including short films and feature films in the classroom as a way to increase language skills of English language learners. When students are exposed to a variety of different ways that the target language is used for everyday purposes, the opportunity for understanding may increase substantially. In order to gain a more purposeful understanding of the processes involved, an analysis and discussion of several important studies on using films in the EFL classroom are presented in this chapter.

2.2. Historical Background of Using Technology in EFL Classroom

      The historical background of using technology in EFL classrooms has an important role for the development of 21st century English language teaching perspectives; specifically, in relation to using films as a learning method to increase language comprehension overall. In recent years, this topic has had an important role in academic discussions in educational research studies and practices developed in the EFL classroom environment (Kusumaningrum, 2016; Brown, 2010; Kobayashi, 2011). As these studies demonstrate from the practical level of understanding, the use of films provides a number of unique challenges as well as numerous opportunities for creative teachers. How EFL teachers integrate films in the classroom has an important effect on student performance outcomes in English language education. These teaching processes have evolved along with the development of technological advances over the course of the past thirty years. They are an integral part of the historical background in language learning.

      According to Vanderplank's (2010) study, the juxtaposition of previous media uses in EFL classrooms in comparison to contemporary times highlights this

development: In the 21st century, "television and language laboratory sound almost quaint alongside multimedia, smartboard and broadband as tools for language teaching and learning". Yet the practices that began in the language laboratory basically set the stage for the use of various media technologies currently in use in EFL classrooms. Since the late 1990s, there has been a "revolution in digital technology with the steady convergence of television, language laboratory and computer technology" (Vanderplank, 2010, p. 1). The possibilities that have been made available as a result of advancements in communication are changing the approaches for English language learners in many distinctive ways.

However, it is important to acknowledge that media technologies are not yet fully developed in many EFL classrooms. For example, Bhattarai (2006) conducted a research study in Nepal and spoke quite disparagingly about the disadvantages of relying too heavily on textbooks and other materials related to teaching English language learners in an orthodox manner. According to this insightful assessment, the researcher explained the issues involved in the following passage: "It is seen that teachers use the textbooks as their master and use them as religious books" (Bhattarai, 2006, p. 3). While this approach to teaching may seem somewhat unusual or even an exaggeration, there are many different ways to approach the topic of EFL that are still developing in the framework of digital technologies.

The use of technology has a key position in the development of language learning skills for 21st century EFL teachers and students although there are a number of other important factors to be considered as well. As a primary question to be considered from a variety of perspectives, the effects of films on increasing comprehension skills have been a major area of research for EFL classrooms in contemporary settings (Qiu, 2017; Tahir, 2015; Uzzaman & Roy, 2015).

The positive effect of films that pertains to spoken English has been fairly well-established in research studies (Stewart, 2006). However, the effect of films in terms of reading comprehension skills is an area of research that is still developing in educational studies. As it is stated by Anderson, Hiebert, Scott and Wilkinson (1985, p.1), "reading is a basic life skill" and not only used at school but throughout life. Since it is a lifelong skill, it is true to say that understanding what we read is crucial. Reading

comprehension may be described as an interactive process between a reader and text, which leads to automaticity or reading fluency (Alyousef, 2006).

Reading comprehension is one of many important factors that have been addressed within the context of EFL classrooms and the use of technology. Among these factors, motivation, cultural competence, authentic language, other language skills and the use of films as a teaching material will be discussed and analysed by reviewing the empirical evidence that has been gathered in educational research studies from many regions of the globe. This kind of an approach definitely provides teachers with more opportunities to increase the possibilities for improving student learning as the 21st century progresses.

Nearly thirty years ago, Takeuchi, Edasawa and Nishizaki (1990) conducted one of the first empirical studies on the topic of using films in the EFL classroom in the midst of a high level of debate among educational researchers. "Language teachers and materials developers have insisted that films and/or ELT videos are effective for listening comprehension practice of EFL students" (Takeuchi, Edasawa, & Nishizaki, 1990, p. 81). Since that time, there have been many technological advancements in the development of educational tools; film effects; and a more straightforward acceptance and incorporation of using computer technologies in the EFL classroom.

While these advances have improved many aspects of the teacher's role in providing English language learners with a high level of opportunity for gaining comprehension in their target language, there are still many questions about the ways that various films will be used in the classroom. In this literature review, many different research studies have been reviewed from this position, thus improving the opportunity to develop an effective approach in EFL classrooms (Goctu, 2017; Safranj, 2014; Seferoglu, 2008)

From the traditional perspective of the teaching profession, the concept of using visual aids such as film clips may have seemed to run counter to the objectives of learning in an orthodox manner—that is, a reliable or traditional teaching method that had been practiced over the course of history for many centuries. Traditionally speaking, films have often been associated with the popular culture and entertainment value. By comparison, teaching students the basics about a new language has been "primarily textbook-oriented and test-driven, the focus being on form and accuracy

rather than meaning and communication" (King, 2002, p. 510). Certainly, the complex teaching and learning processes involved with reading comprehension in EFL means that both of these sides of learning have a significance for mastering the English language effectively. Additionally, test-driven comprehension skills are important for many different aspects of this mastery; working with complex levels of paperwork in business organizations, for example, will require that the English language learner understands what is being explained in a variety of textual documents. Thus, form and accuracy are important for the EFL classroom at various levels. Both fluency and accuracy are key factors that EFL teachers will be focusing on as lessons progress with students (Ghenaati & Madani, 2015).

These traditional approaches are certainly a key aspect of teaching the rules of the English language in classroom settings, which will most likely be the main time for students to have this opportunity. For this reason, teachers may have been somewhat resistant to the topic of using films in the classroom. In the early years of the 21st century, content-based instruction was still considered to be a fairly new approach to teaching, as the following description clearly shows: "it provides a departure from more traditional, linguistically-driven syllabi" (Chapple & Curtis, 2000, p. 420). Although CBI in language teaching was not a new approach, there were only a few formal developments in the educational research studies up to around the 1990s; and very few theoretical explanations of how or why CBI was being considered as a preferred method for teaching in the ESL classroom. These newer approaches to teaching EFL have also had a central position within the framework of educational discussions and debates.

From the traditional perspective, form and accuracy that encompass the linguistic aspects of the English language are important for English language learners to grasp from a conceptual, cognitive level of understanding. Yet the issues of meaning and communication are also very important in order for the student to genuinely master the language in such a way that he/she will be able to use the knowledge on an ordinary level of the daily circumstances which may arise. "Globalisation has provided people worldwide with more opportunities to communicate with each other on the basis of common economic, technological, educational, demographic and peace concerns...English has become a principal medium for intercultural communication"

(Chao, 2013, p. 247). These sociocultural factors have been present within this global framework of understanding since at least the turn of the new millennium, if not earlier, and whether or not the English language continues to have this predominant role, it is still important for an increasing number of purposes globally.

On the role of short films in enhancing English reading comprehension skills, a critical discourse analysis of perceptions of EFL students has a key position in the development of effective English Language Teaching. While this topic has had an important role in academic discussions in educational research in recent years, the 21st century EFL classroom environment provides a number of unique challenges as well as numerous opportunities for creative teachers. In order to increase the possibilities for enhancing student learning, it is especially important for teachers to review and analyse the various factors involved.

2.3. Development of Films in EFL Classroom

In 1988, one of the earliest studies on record, released in the U.S. on the topic of using films and videotapes in ESL classrooms, discussed the following possibilities: "Commercially produced films and videotapes are recommended as effective tools for developing speaking, listening, and writing skills in English as a second language" (Stoller, 1988, p. 1). The researchers went on to discuss the various benefits of this approach, which were evidently quite unusual suggestions during that time period.

The main reason why this research paper seems to be almost outdated in its recommendations is the way in which the teaching group collaborated in a very different way than in the 21st century. Even the typewritten forms used appear to be quite antiquated, which provides an interesting format for the development of their ideas. For example, they made a detailed work discussing the most effective ways to choose videotapes—assuring that they would be appropriately screened and chosen to fit suitably for young audiences and highlighting various censorship issues that might not be as relevant in the 21st century as they were at that time. "It is possible for a group of teachers to review available videotapes and films in order to select the most appropriate offerings and develop files with teaching suggestions, lessons, and extended activities for other teachers to consult" (Stoller, 1988, p. 21). Yet it was a

very interesting research study because it demonstrates the progression of ideas about using films in the English language classroom.

The important issue to acknowledge from this particular research study is that it was a starting point for the development of current ideas on the topic of using films in the classroom. Previous to that time, there do not seem to be any research articles on this topic—which is most likely due to the lack of availability in terms of videotapes and other technological teaching materials teachers would be able to use in the classroom. Issues such as cost factors involved with expensive video machines and other financial concerns would have been an issue as well. As one educational researcher writing in the 1980s explained, "educational technology is a complex, integrated process involving people, procedures, ideas, devices, and organization" (Thomas, 1987, p. 1). By reviewing this analysis of educational technology during those years, it is clear to understand that the technological advantages of the 21st century have improved learning opportunities considerably.

These factors highlight the importance of developing the appropriate theoretical underpinnings for introducing an entirely new approach to teaching EFL. "Nonetheless, as an alternative to more conventional program approaches, CBI has developed considerable credibility" (Chapple & Curtis, 2000, p. 420). However, the challenges of English language learners have increased, becoming particularly difficult as the 21st century progressed, and for these reasons the focus on proving the efficacy of CBI in the EFL classroom has remained a high priority in educational research studies in the past few years.

As many EFL teachers may know from a practical level of daily experiences in the classroom, "nowadays teaching English has become more challenging than ever" (Goctu, 2017, p. 121). Thus, according to this important factor that continues to have an effect on how many teachers conduct the EFL classroom on a daily basis, teachers of the 21st century are far more likely to use alternative approaches to teaching that might never have been considered in past generations where tradition was such an important part of the classroom. Therefore, in the 21st century both areas of comprehension in the English language—written and spoken forms equally—should be included in the EFL classroom environment. By teaching them together as the students' levels of mastery and achievement progress, this method has a high level of

opportunity for achievement and success overall. Teaching practices that include both cultural and linguistic competencies for language learners is an interesting approach, which has been introduced as the Multiple Intelligences Film Teaching model—an important topic that will be further discussed in this research paper (Yeh, 2014). The introduction of the Multiple Intelligences Film Teaching model for developing these competencies has a number of possibilities for achieving a more integrated approach to learning.

In the 21st century, there have been many new developments in teaching English as a Foreign Language. As an increasingly important area of study for international students, teaching English in a meaningful way has many beneficial effects that address significant challenges among English language learners (Chapple & Curtis, 2000). As early as the turn of the new millennium, teachers from many different regions of the globe began to explore the possibilities for finding effective methods that would meet these objectives. One of the most important factors to be considered includes the following: "finding new ways of making relevant and meaningful connections between the English language and students' own lives and experiences" (Chapple & Curtis, 2000, p. 420). For international students who require English proficiency, the development of English language skills has an essential role for achieving success. Academically, the importance of understanding the English language in its written form means the difference between high achievement and many struggles in the college classroom. Social adjustment for this student population is important as well.

There are a number of complex issues that students with limited English speaking and writing skills will need to address with their teachers in the EFL classroom. Among them, they may include a limited English vocabulary, low comprehension skills that result in slow reading, and difficulties in conversation (Stewart, 2006; Sabouri, Zohrabi, & Osbouei, 2015). For these reasons, the development of films in EFL classrooms has continued to increase significantly. As the research studies on this important topic have shown, there are many ways the using films can help students on all of the above factors (Sabouri, Zohrabi, & Osbouei, 2015).

In the study carried out by Sherry, Thomas and Chui (2010), the lack of English proficiency was presented as the single greatest barrier for international students for two important reasons; academic challenges had a negative effect on students' psychological well-being, which also caused them to be less engaged socially with others. While both factors are specifically related to language barriers, the issues of social adjustment are more complicated due to the cultural experiences of international students in terms of social and psychological adjustment. When students are unfamiliar with the new culture and also do not have English comprehension skills about their new surroundings, many challenges may arise due to this unfamiliarity. Thus, the effects of using films in the EFL classroom could be quite helpful for them to learn beforehand about the English culture.

English language proficiency is a key component of success for international students both academically and socially (Sherry, Thomas, & Chui, 2010). Many language schools around the globe have become more aware of the importance of introducing students to the language as well as the culture through films in the EFL classroom (Seferoğlu, 2008; Khan, 2015; Kabooha, 2016). In Hong Kong, the development of unique EFL teaching programs addressed the possibility of using films in the classroom in a creative way, using effective pedagogical approaches to language learning together with the cultural value that films offer (Xiaoqiong & Xianxing, 2008). Many teachers are developing strategic and creative ways to include films in the EFL curriculum, an area of study in educational research that is very important for increasing this positive trend.

2.4. Importance of Using Films in EFL Classroom

The interest in films for learning about a new language has many positive benefits that may go beyond the comprehension of the language itself. Not only do films provide students with an opportunity for learning the ways in which various linguistic aspects of the English language as it is spoken; there are many unique aspects of the culture that possibly provide English language learners with the motivation for watching them in the classroom setting. For example, the question of how students are currently perceived within the educational environment is based on many psychological as well as social issues beyond the factors of motivation and interest in

the topic. Among these important issues, the researchers have identified the following: "student centeredness, autonomy, interaction and connectivity to a certain theme" (Bajrami & Ismaili, 2016, p. 502). In practical classroom settings, teachers who have advanced their careers throughout the lens of education as it is developing in the 21st century have shifted dramatically away from the traditional role of teachers as authoritarians. These developments have moved forward in a positive direction that has been theoretically shown to be more advantageous for student learning in a number of important studies over the past several decades (Gage, 1989; Bereiter & Scardamalia, 2003; Helle, Tynjälä, & Olkinuora, 2006).

In EFL classrooms, the role of teachers as collaborators and/or facilitators has an even more special meaning that can genuinely improve student learning in many ways that have not yet been fully explored. However, one major factor is most likely a topic of educational research that will continue to have a key role in EFL environments around the world as the 21st century progresses: the global trends that are shaping this movement as a whole (Eaton, 2010). Thus, many different types of movies, songs, power point presentations, YouTube presentations, and various features that are currently available as a result of new technologies continue to provide EFL teachers with more opportunities than ever before and are widely used in EFL classrooms (Bajrami & Ismaili, 2016; Watkins & Wilkins, 2011).

2.4.1. Films and Motivation

The importance of motivation for students in EFL classroom is a key area of research study in educational development, especially in the 21st century as the complexity of teaching and learning continues to increase on a global perspective. While this topic has a central position for the development of numerous innovative teaching programs and the like, for purposes of this study it is especially important to acknowledge the role of learning a new language in this case, English—and motivation in the EFL classroom. "Language teachers readily acknowledge the importance of learners' motivation" (Xiaoqiong & Xianxing, 2008, p. 235). Motivating students might even be highlighted in some educational research studies as the most important factor that means the difference between an effective or ineffective teacher overall, although this area of research is most likely quite controversial as the various factors

involved are often difficult to determine accurately. Yet, as one study explained from the position of teachers themselves, there are often many professionals in the teaching profession who will frequently explain "their own sense of failure with reference to their students' lack of motivation" (Xiaoqiong & Xianxing, 2008, p. 235). However, there are many ways that EFL teachers can approach the teaching and learning processes involved with learning a new language for their students in an effective manner.

As many studies have shown in second language acquisition research, motivation is a "key factor in L2 learning" (Xiaoqiong & Xianxing, 2008, p. 235). This area of research promises to be one of the most intriguing and well-documented topics in educational research studies, which actually covers a wide range of subjects, grade levels, and diversity among nearly all students around the globe. Thus, it stands to reason that the topic of English language learning also would be closely associated with the major significance of motivation. In most studies on the topic of language learning as well, the findings have "demonstrated that motivation serves as a powerful predictor of success in formal contexts and is shown to be strongly related to students' language achievements" (Xiaoqiong & Xianxing, 2008, p. 235). Thus, according to these findings that have a high degree of significance in various educational studies around the globe, it is most important for teachers to effectively plan the EFL classroom and the curriculum materials based on these factors.

In order to achieve the highest level of classroom success for the majority of English language learners, a syllabus that is organized around the types of classroom material that can motivate students to learn effectively is likely to be an excellent way. "Students learn most efficiently when they are motivated and entertained by the teaching materials" (Xiaoqiong & Xianxing, 2008, p. 235). The approaches may vary significantly according to a number of different issues, such as cultural setting, socioeconomic factors and opportunities, challenges in the various age and grade levels of the student population. Also, there are other factors that teachers will need to consider within the particular classroom environment. Teachers will be most effectively able to move forward with the curriculum when it has initially been acknowledged that motivation as well as a certain degree of entertainment as it pertains to the teaching materials may be chosen for the learning process.

Interestingly, the approach of improving student motivation is not limited by the student population's particular characteristics. Using motivation as one of the primary tools for effective teaching in the 21st century classroom "applies to all levels and all ages" (Xiaoqiong & Xianxing, 2008, p. 235). An example of one Dutch study made by Koostra, Jonannes and Beentjes (1999) focused on 246 Dutch elementary school children in Grades 4 and 6; both groups of children watched a short film American documentary of 15-minute length. For some of the students, the short film included subtitles in English while the control group viewed no subtitles. According to the results of the study, children increased their English vocabulary when they watched subtitled television, although all of the children in the research study learned new words (Hayati & Mohmedi, 2011).

During the first few weeks of class attendance, there are many indications that films of varying subjects and genres will be a definite motivation in the EFL classroom. "Movies attract students' attention, present language in a more natural way that found in course-books" (Goctu, 2017, p. 121). Once the EFL teacher has introduced a variety of films of different lengths to his/her students, the important goal of teaching them more about the English language becomes a prominent area of concern that will need to be addressed throughout the course of study. This area of discussion on the topic of using films in the EFL classroom seems to bring a higher level of agreement among educational researchers than most other areas on the same subject.

In their study, Sabouri, Zohrabi and Osbouei (2015), suggested using feature films may have an important role for teaching English language learners about various aspects of development in terms of language use overall. According to this view, narrative movies "use language to advance the main plot and storyline, define movie characters, establish various moods, and simply tell us what is going on in the content of the material" (Sabouri, Zohrabi, & Osbouei, 2015, p. 110). Thus, students will be drawn into the various levels of understanding feature films as they continue to increase their English vocabulary and the settings in which they are established through the visual effects. Since students are most likely interested in the plot, storyline, and characters of the film, this factor means that they will maintain a high level of focus towards the full-length movie of choice.

The main point to be considered within this particular context is the unique motivational value of using films in the classroom. "Students are found to learn most efficiently when they are interested, entertained and motivated by these kinds of teaching materials" (Xiaoqiong & Xianxing, 2008, p. 239). While the knowledge about motivational factors has been described in many different educational articles over the course of several decades, there is something quite new about the approach used by Xiaoqiong & Xianxing (2008) in their research study. In many ways, there appears to be a different approach to the possibility of learning through entertainment value that is an avenue of motivation rather than a distraction to the learning processes involved.

While some researchers might view the approach given above in a somewhat limited fashion—that is, asking the question of whether or not the theoretical framework for developing a more casual approach to learning has been addressed—in any case, they have shown by the methodology of the research that it is an effective way to motivate EFL students to be more attuned to the lesson and thereby learn more efficaciously than not paying attention at all. For these reasons, this singular approach has a number of beneficial lessons to consider, at least in order to continue along the same path of research exploration as the 21st century progresses. Unique challenges for contemporary EFL learners seem to require unique solutions to achieve positive results. However, given that educational research is based on empirical evidence rather than only anecdotal solutions for one particular classroom, it is still important for the future development of EFL classes to recognize the significance of research practices that follow guidelines which have been established for the betterment of the discipline as a whole.

As Wang's (2015) research study on the effects of films in EFL classroom settings similarly pointed out, there is still a high level of study that will need to be accomplished within this framework of analysis. There are many different ways that EFL teachers incorporate video materials in the classroom for non-English majors in Chinese colleges. However, there is still a "weak theoretical foundation for this practice...numerous delicate issues in classroom practice which entails careful thoughts and reflections" (Wang, 2015, p. 23).

There are a number of positive benefits for introducing more technological advances in the EFL classrooms, which have been discussed in many different regions

of the globe where classes are currently engaged in meeting increasing numbers of students who are fully invested in learning the English language for different purposes. For example, in Macedonia the issues involved have been discussed in the following manner: "the rapid growth of technology has brought many innovations in education and especially in language teaching" (Bajrami & Ismaili, 2016, p. 502). Thus, it is actually a very opportune as well as an exciting time for teachers in EFL/ESL classes to promote various ways to use technology as language learning tools in many different ways. Nevertheless, it is also important to consider the long-term effects as well as the short-term objectives of learning English for the purposes of increased communication and meaning within the global perspective. Thus, teaching students the correct ways to communicate in English may not be an objective that can move forward in as rapid development process as one would imagine. The English language is actually quite complex linguistically; and it takes a number of years for students to master effectively and with the right definitions and meaning. There are also many subtleties included in the language that can only be learned through extensive usage, an important factor that is evident in most languages overall.

From the perspective of EFL teachers, it is especially important to acknowledge the central position of evidence-based research studies in educational development and research. While the numerous experiences with students in the practical classroom settings are an important step in the development of these research studies, they also need to be addressed within a systematic manner of organization and be theoretically sound from the outset.

There is a complex balance between the importance of learning the English language correctly, while also having effective communication and meaning at the forefront of the pedagogical approaches to be used in EFL classroom. The learning process must be focused on the use of effective strategies and tactics that increase the "sense of being understood" (Liaghat & Afghary, 2015, p. 851). Films have a key role in this developmental process as the 21st century evolves, with any number of unique and creative ideas that can be considered for testing theoretically in the decision-making processes involved with new ideas.

2.4.2. Films and Authentic Language

Learning the English language in an authentic manner is one of the many unique challenges for EFL students, which has been discussed numerous times in recent years. As one educator describes, learners are not exposed to many random opportunities to learn the English language use through authentic interactions (Seferoğlu, 2008). For these reasons, the researcher who explains the challenges that EFL classrooms may be continuously working on overcoming for the students has suggested that films are a beneficial way to learn more about the English language in an authentic manner. "Feature films, along with other authentic materials, are contextually rich sources of authentic material which can be exploited in the language classroom" (Seferoğlu, 2008, p. 1).

On the other hand, since this approach is a relatively new one in educational research and development, there are still many different questions about the most effective ways to design the curriculum in an organized manner--one that provides the most positive examples of the English language as it is spoken in current times. Older movies are actually quite effective in terms of providing excellent examples of the spoken language, even though at times they may be a bit outdated or seemingly old-fashioned according to contemporary linguistic standards. However, creative EFL/ESL teachers in the 21st century have many different types of technological tools and teaching materials to choose among.

There are few limitations, given the unique opportunities provided by the most recent computer technologies and advances; a teacher can be as creative as he/she wishes to be in the classroom, and there are a number of beneficial ways to develop a curriculum based on these technologies. "In today's audio-visually driven world, various audio-visual programs can be incorporated as authentic sources of potential language input for second language acquisition" (Bahrani & Sim, 2012, p. 56). As the designers of one teaching method explained, the students were only allowed to listen to the transcripts on audiotapes up until the time of the test; with a 70% passing grade based on several questions, those students who had achieved 70% or better were allowed to watch the English version of *Casablanca,* with no subtitles in their native language, in its entirety (Xiaoqiong & Xianxing, 2008). According to the results of the study, the students were highly motivated to learn because they had a strong interest

in watching the film. Thus, this approach increased their reading comprehension skills in the English language substantially.

In addition to all those, it is clearly known that idioms are an important aspect of learning authentic language. These everyday expressions are frequently referred to by English language learners as one of the most challenging areas. The English language is well known for its rich use of idioms, which are frequently familiar to native speakers of English; without their usage in everyday language as well as in the written texts, there would be a considerable loss of understanding in terms of humour and variety (Iranmanesh & Darani, 2018). Thus, learning English through films provides an effective way to gain additional insights into the complex ways that authentic language is used by way of idioms.

2.4.3. Films and Intercultural Competence

The development of intercultural competence is a positive aspect of using films in the EFL classroom. In a study conducted in Serbia by Safranj (2014), the researcher had an opportunity to interview English language learners on the topic of watching films in the classroom and review their ideas. According to the results of the study, they concluded that "using films is an effective way for students to improve their listening ability and get better insight in English culture" (Safranj, 2014, p. 172). While the study was not an entirely well-developed or quantitative approach to the subject, there were many interesting details that student participants provided through their own unique insights and points of view. By reviewing these details in an objective manner, the researchers gained an unusual opportunity to understand some of the complex issues that EFL students must negotiate within themselves, the new culture and language they are learning, and other key factors.

Within this context, students discussed a variety of important concerns. While a majority of the students believed that watching feature films increased their listening skills, vocabulary, and understanding of a foreign culture, there were also some reservations among them. For example, "some of them were not sure whether watching films was a waste of time and did not satisfy their needs...some students had negative attitudes toward films as well, but most of them appreciated this teaching tool" (Safranj, 2014, p. 172). These insights provide EFL teachers with important

information about how students approach the learning processes and why it is a key factor to consider when planning classroom curriculum and activities. The candid responses demonstrate the level of involvement English language learners put into their learning, which includes questioning whether they have grasped the audio-visual materials even though they are unfamiliar with the context and background in many ways.

This student-centred approach reflects an important development in 21st century classrooms. While there have been a significant number of new trends in education, perhaps one of the key factors to consider is that "language learning has also shifted from the traditional teacher-centred to the student- and technology-centred classroom" (Hu, Sun, & Li, 2017, p. 469). These advances have strengthened the role of students in learning as they also need to be motivated for a variety of reasons. Whether they are planning to enrol at an English-speaking university for academic and career purposes or have signed up for EFL courses in order to learn more about the culture, in any case it is important that they have a high level of interest for learning the new language.

In China, there has been a rapid development of educational technology and more of an emphasis on English listening and speaking skills for non-English majors at many Chinese universities and colleges in recent years (Wang, 2015). Interestingly, these developments are introducing many different types of language learning materials that are especially focused on English videos. Even "movies and soap operas are widely used in EFL listening and speaking classrooms" (Wang, 2015, p. 23). Thus, it is mainly up to the individual teacher's level of creativity and flexibility, where the topic of nearly any relevant subject that addresses students' level of understanding and interest may be inspirational for learning the English language. These issues can be developed in an interesting manner provided that the EFL teacher uses theoretical educational research as the main basis for teaching.

2.4.4. Films for Teaching Four Language Skills

The four basic language skills to be developed in the EFL classroom include reading, listening, speaking, and writing. As Kabooha's (2016) study in Saudi Arabia demonstrates, these skills are not easily mastered for students even when they are

highly motivated to learn. According to the findings of this research study, "most students have studied English as a foreign language for at least six years before they enter university" (Kabooha, 2016, p. 248). Even after following such a long course of study, there are many students who still do not have the ability and competence to succeed as international students. This factor has caused a high level of concern among EFL teachers in Saudi Arabia, where it has been suggested that the classroom curriculum focuses more on grammar and skill drilling rather than to bring interesting materials such as films into the classroom (Kabooha, 2016). The positive effects of using films to develop improvement in one of the four language skills—listening— appears to be well-documented in many regions of the globe. Listening comprehension skills improve significantly when teachers use film in the EFL classroom, as a study in Serbia demonstrated (Safranj, 2014). These results are supported by other research studies as well (King, 2002; Seferoğlu, 2008). Yet the question of why students in many EFL classrooms are struggling to obtain proficiency in the English language continues to concern educational researchers.

The challenges of EFL teachers are often discussed in the context of improving student mastery of the English language. In their review article, Shing and Yin (2014) suggest that the difficulties many students are having may be addressed from a multifaceted approach. They recommend that there should be a good curriculum and policy in place, as well as a comprehensive need for fostering teaching approaches that will encourage a sense of "creativity, interest and awareness towards the importance of English language use" (Shing & Yin, 2014, p. 50).

Using subtitles in films has been suggested as one creative way to promote learning. The use of subtitles as teaching and learning tools in EFL classrooms is supported by the principles of Mayer's Multimedia Learning Theory, advanced in 2009 as a way to improve reading comprehension skills for this population of students (Frumuselu et al., 2015). The main concept of this theory focuses on how students learn through a variety of ways rather than in discrete categories. Mayer developed the dual-channel assumption that explains how "learners learn better from words and pictures rather than from words alone" (Frumuselu et al., 2015, p. 108). An additional factor to consider within this context is the increased focus on technology that includes audio and visual materials along with textual information. As the 21st century

progresses, digital advances have been leading the way in these developments which are shaping the course of teaching and learning in nearly every area of learning. For English language learners, this key factor may provide an opportunity to assist students in the complex processes involved with learning a new language in ways that have not yet been fully explored.

As of the year 2006, educational researchers were focusing on understanding that "language learners usually feel particularly comfortable with an activity that integrates all these familiar elements (audio, visual, and textual) with which they constantly co-exist" (Zanón, 2006, p. 42). Since that time, the familiarity that students may have with digital technologies has increased significantly in many cultures.

There have been a number of important studies in recent years that revealed the relationship between film-watching and learning all four of the basic language skills to include reading, listening, speaking, and writing (Kabooha, 2016, p. 248). One of the ways to achieve this comprehensive effect is for EFL teachers to fully integrate the materials together, placing them into a specific language context that students can relate to effectively. This factor means that the teachers will need to have a good understanding of how films can be used as a teaching tool, which also should include supportive teaching materials that are relevant for analysing films, increasing vocabulary, and focusing on reading comprehension skills (Kabooha, 2016).

2.5. Methods of Using Films in EFL Classroom

In Xiaoqiong and Xianxing's (2008) important research study that discussed methods of teaching films in the EFL classroom, the teachers used a number of teaching materials that they showed to be quite effective for purposes of improving language comprehension. The teaching materials used in this particular approach included the following: "an accurate transcript of the film's dialogue, a recording of the film and the film" (Xiaoqiong & Xianxing, 2008, p. 235). In the initial class meeting, the teachers introduced the background information about the film to be studied as a group for the following class meetings. Subsequently, the English language learners were told about the procedures for moving forward effectively in the classroom.

The main purpose of the research study was to show the importance of motivating students to learn the new language in a unique way. Rather than to only teach them about the linguistic aspects of the English language, or to use traditional course materials for translating words and basic sentences from the native language into English, the teachers used films as the basic teaching tools for the EFL classroom.

As the study clearly demonstrated, this approach has a high level of opportunity for increasing student comprehension as well as showing the significance of motivation on student learning. This introduction was one of the first motivating factors that provided the students with a high level of interest about the film, which in the study was identified as the classic older movie, *Casablanca,* which starred Humphrey Bogart and Ingrid Bergman in a romantic story about two star-crossed lovers during the World War II era of the 20th century (Thompson & Bordwell, 2003).

As the researchers in this study recognized the value of motivating students to participate actively in the learning processes involved with the new language to which they were being introduced, they discussed the issues of confusion as well as discouragement when they met with obstacles. "They want to understand the dialogue, and they know that there was a difference between what they read and what they heard" (Xiaoqiong & Xianxing, 2008, p. 235). For purposes of motivating the students to be fully attentive to details of the audio transcripts, the main objective for English language learners became a type of reward that they could view the film in English once they had mastered the audio version of *Casablanca*, which was the example used in the research study. Thus, all of the students were given an opportunity to listen attentively to the audiotapes in English and gain a sense of comprehension of the dialogue before they were allowed to watch the film in its entirety.

The questions that English language learners were given after listening to the audiotapes of the film pertained to some of the highlights of the main character roles. Thus, asking about the nationality of Rick, played by Humphrey Bogart in perhaps his most famous part ever in his acting career, the student would be provided with four multiple-choice answers from which to choose in English. Thus, using *Casablanca* as both a cultural introduction and a cognitive linguistic approach for learning the English language, the students had a unique opportunity to learn about film history (Thompson

& Bordwell, 2003). The creative uses of teaching EFL in this setting have many unique possibilities.

In order to increase students' English reading comprehension skills through films, one of the areas that has not been discussed a lot in research studies, is film choices for the EFL classroom. When students understand the dialogue more readily, this increased comprehension level provides an effective basis for moving into the development of reading skills as well. However, it may be a rather indirect process that has long-term language learning gains. "By making use of films in the English classroom, students can enhance their vocabulary awareness and they can even make their pronunciation and intonation much better" (Khan, 2015, p. 46). Since the topic of the role of films and reading comprehension gains is a relatively new area of study in educational research, there are not too many evidence-based studies to consult. Instead, it is often the responsibility of EFL teachers to incorporate various materials into the classroom in order to achieve the best possible student outcomes. Thus, for one EFL classroom the teacher may decide that short films provide a more comprehensive learning tool than feature films.

These decisions highlight the importance of teacher creativity, some flexibility in terms of how and when to introduce films into the curriculum, and other areas of pedagogical research study that have not fully analysed the effects of films on reading comprehension skills. It is a very new area of study that continues to evolve as the 21st century progresses.

2.5.1. Films in Content-Based Instruction

Content-based instruction (CBI) became a more integrated approach for EFL as the teachers who planned a number of unique methods realized its value for "increasing the exposure to and opportunities for using English" (Chapple & Curtis, 2000, p. 420). CBI may be employed by the EFL teachers for many different educational purposes; there are ways to introduce CBI gradually yet effectively, which adds a high level of comprehension possibilities for even those students who have not yet been exposed to the English language in real-life settings. Thus, learning English in such a way that the student will become more familiar with the contextual factors has often been introduced in EFL classes from the outset. Additionally, students of any

age or grade level may benefit substantially from CBI that is well-organized by EFL teachers at various stages of curriculum development (Chapple & Curtis, 2000).

Within this context, the topic of introducing films into the ESL/EFL classroom began to enter the academic discussion at around the beginning of the 21st century in many different international schools, particularly in Southeast Asia countries where the growing need for learning English as a Second Language (ESL) had become more important than ever before. While the topic of CBI that could provide relevance in students' everyday lives was a major factor in this educational development as it progressed, using films in the context of learning was less favourable for many teachers at that time period.

In order to understand the complex relationship between earlier teaching methods, the development of CBI at a particular point in time, and its later connection of introducing films into the EFL classroom, the history of CBI provides an initial framework for how these various teaching methodologies have progressed in the 21st century. The main impetus for the introduction of CBI was primarily based on "its potential in providing alternative program models for language development" (Chapple & Curtis, 2000, p. 420). The significant challenges that EFL/ESL teachers were encountering over the course of several years brought a higher level of focus on the possibilities of improved methods for teaching English as a second language. As explained by practicing EFL teachers in Hong Kong, "films provide a particularly rich source of content for the EFL learner and are popular with students and teachers alike" (Chapple & Curtis, 2000, p. 420). In spite of this introduction to the topic of using films in the classroom, the idea did not take hold right away for a number of possible reasons that will be considered from a variety of perspectives.

In Taiwan, there has been a view among many EFL researchers as well as students that teaching English in the classroom still focuses more on "intensive reading-analysis of words, sentences and grammar" (Chen, 2012, p. 88). While this approach fits into the traditional framework of the language classroom, there are many reasons why it has been suggested that EFL teachers move away from these practices. Instead of learning about the ways that the English language has developed through the cultural experiences, students assert that these traditional approaches are not meeting the social issues that are so important (Chen, 2012).

Content-based instruction means that there will be a focus on these aspects of learning as well as issues of grammar and vocabulary. As one study described, using CBI as a formal approach with the appropriate theoretical underpinnings in order to gain credence within the educational framework of analysis was becoming more prevalent in the classroom, especially in ESL settings, throughout the late 1980s and 1990s—only a ten-year span of time where the traditional teaching methods of language learning began to shift towards CBI (Snow and Brinton, 1997).

One of the main tenets of CBI belongs to the area of how various aspects of a language that is new to the English language learner are processed linguistically—that is, the integration of the language instruction that has been introduced in the classroom with the content itself. For these reasons, it is evident that many traditional ESL/EFL teachers who were accustomed to introducing these linguistic components of the English language in a specific, step-by-step manner were not yet convinced that CBI could improve upon these methods.

On the other side of the debate, there have been a number of important studies (Bhattarai, 2006; Richards, 2001; Tuyen, 2015;) within the past several decades that have brought up some challenges of using only a textbook approach in the EFL classroom settings. The example of EFL teachers in the Nepal study highlights that using textbooks as the main guide for teaching EFL has many drawbacks that should be addressed within an educational framework of analysis that allows from a more creative, flexible system of teaching (Bhattari, 2006). Thus, every teacher who has been enlisted to teach EFL, no matter where in the world he/she is teaching or how diverse and challenging the student population may be, will have an opportunity to teach in an effective manner.

Contemporary issues require more flexible and creative ways to develop an effective curriculum for the students of the 21st century, which has been an important topic of research study in educational development for several years. CBI is currently a more acceptable and even a preferred method for teaching EFL in the classroom, which highlights the importance of evidence-based research studies among English language learners. The acceptance of CBI as an effective teaching approach for EFL students is an important step for developing instructional methods that will be included within the classroom more fully as the 21st century progresses.

Audio-visual material is a powerful instructional tool (Danan, 2004). The question of how the many advances in technology that have occurred may increase reading comprehension skills is an important one to consider from many different perspectives, which will continue to be a topic of further research studies.

2.6. Advantages of Short Films over Feature Films

Short films are most commonly differentiated from feature films by the length: short films may run anywhere between a few seconds and an hour, with most short films about fifteen minutes long (Sundquist, 2010). As it is defined by the Academy of Motion Picture Arts and Sciences, "a short film is an original motion picture that has a running time of 40 minutes or less, including all credits" (2019).

Short movies can be created in different genres and at different lengths. They can be commercials, documentaries, live action stories, movie trailers, music videos, animated stories or stories turned into a movie. They are a perfect form of art that permits the artist to include many things in a short period of time, adding dialogues, sounds, images, and also music (Mupas, 2019).

The subject matter of short films may differ from feature films in essential ways, although this factor is not a clearly defined area of distinction. In many ways, it will depend on the purpose of the film; thus, a documentary approach on a relevant subject could be developed more fully in feature films simply by virtue of the fact that they are longer. However, sometimes the feature films shown in EFL classrooms will have more of an entertainment value that means they are chosen from popular film genres such as romantic comedy, action, or drama.

Since many feature films are often based on narrative structures that follow a particular pattern, they generally will focus more on plot developments that are quite familiar to viewing audiences. However, for EFL students these plots may not be as well-known depending on their own culture. In the 21st century, these factors are becoming less important due to advances in communication technology that bring many films to a global audience more than ever before (Durham & Kellner, 2006). Different films are also noted to have different lexical demands for English language learners, with certain genres considered more difficult than others (Webb & Rodgers, 2009). For these reasons, it is especially important for EFL teachers to have a high

level of knowledge about the films they will be introducing to their students over the course of one or two semesters.

On the other hand, short films have a lot of advantages over feature films which are more than minimum 40 minutes. Short films are very quick and productive compared to feature films. Especially when the duration of a course hour, which is generally 45 minutes, considered, bringing short films into the classroom is more reasonable in order to use the limited time most effectively. Also, when films are integrated into the classroom, they should be preceded and followed by some in-class activities and short films are one of those teaching materials which provide EFL teachers with this opportunity.

Another advantage of short films is that it is useful for different types of learners. Not only visual or audio learners but also emotional learners can benefit from short films which will be showed in their classroom. Also, video materials are very effective in increasing motivation in EFL classrooms (Genç İlter, 2009). Therefore, the integration of short films can be employed in the process of English language teaching.

There are a number of effective ways to achieve positive results when using films in the EFL classroom. For example, one way to work on reading comprehension skills includes a strong focus on students' vocabulary in the English language in order to "determine which students should be able to understand movies and which students may not be ready to learn with movies" (Webb & Rodgers, 2009, p. 408). In this respect, the teacher's professional input and choice of appropriate films that meet the requirements of most students in the classroom are key factors.

An interesting factor for EFL teachers to consider is that short films are frequently more experimental in terms of being a "testing ground for new technical advances" (Sundquist, 2010, p. 124). While this factor may intrigue students, the important issue to focus on is how feature films and short films differ in terms of learning the target language. In most cases, this decision will depend on how the teacher plans to integrate material from the film into the class curriculum. There are advantages for using both types of films.

2.7. Use of Short Films in Language Teaching

The use of short films in language teaching is an effective method for developing comprehension skills gradually. Using short films in the EFL classroom is an effective way to introduce vocabulary and language over a 15-minute period. This approach means that students will have an opportunity to go over the material learned with the instructor during class time (Sundquist, 2010). By comparison, feature films often will dominate the class time for an hour or longer. As discussed throughout this chapter, language has a critical role in connecting the actual words used with the cultural aspects presented in the film through the audio-visual experiences and the methods used by the filmmakers (Sabouri, Zohrabi, & Osbouei, 2015).

Besides an authentic material, shorts films are also very useful for teaching of all language skills. In their experimental study carried out on Iranian EFL upper-intermediate learners, researchers Liaghat and Afghary (2015) suggested that short films can be used in both listening and speaking courses as they help all language learners in general and EFL learners more particularly cope with oral communication problems. They added that "short films attracted the learners' attention and encouraged and motivated them to learn" (Liaghat & Afghary, 2015, p. 855).

In order to achieve positive student outcomes, the teacher will be most likely to succeed amid numerous challenges when there is a primary focus on integrating the material learned in short films with vocabulary and reading comprehension skills. Important subjects to be considered in this analysis include technology and video materials; the significance of reading comprehension skills and how they relate to films used in the EFL classroom; and how effective teachers incorporate the use of films into their instructional material.

CHAPTER III
METHODOLOGY

3.1. Presentation

In this chapter, detailed information about research design and context of research is provided. Then, research population and sampling are introduced and finally, classroom procedure and instruments are defined clearly.

3.2. Methodology and Procedures

This study aims to investigate whether the integration of short films into EFL classroom has a role in advancing English reading comprehension skills of preparatory school students. Also, it intends to analyse the students' perceptions on the effect of short films they watched for 12 weeks. In creating the research questions and the data collection of this study, the importance of the film integration and the concerns with improving English reading comprehension skills have been taken into consideration. Therefore, the study has been shaped around two research questions:

Research Question 1: Does the integration of short films have a role in the development of English reading comprehension skills of preparatory school students at a state university in Turkey?

Research Question 2: What are the students' perceptions on the effect of short films which were shown for 12 weeks?

3.3. Research Design

This study included an experimental research design based on a mixed approach. In planning the experimental design, the research literature and models have been examined in order to find what they provide or do not provide regarding the research topic. As Babbie (2013, p.231) states, an experimental study "involves (1)

taking action and (2) observing the consequences of that action. Social researchers typically select a group of subjects, do something to them, and observe the effect of what was done". Experimental research designs are frequently preferred in language studies because they offer a high level of control when they are on a small scale and in manageable conditions (Bechhofer & Paterson, 2001).

An experimental study is a perfect method which allows researchers to collect data and obtain results either supporting or rejecting the hypothesis (Babbie, 2013). As it is indicated by Zoltan Dörnyei, experimental research designs are frequently used in order to discover the nature of the language learning and the advantages of the new methodological innovations in the field of ELT (Dörnyei, 2007). Therefore, this current study was designed as an experimental study in which the four preparatory classes were divided into two groups as control and experimental. After the piloting process, the pre-test was applied and then, the study was started and conducted for 12 weeks with 56 intermediate level students at a state university in Turkey.

Since this experimental study aims to investigate whether the integration of short films into EFL classroom has a role in improving reading comprehension skills of preparatory school students, and it intends to analyse the students' perceptions on the effect of short films which were shown during their academic term through critical discourse analysis. Both qualitative and quantitative research methods were utilized through the study to collect and analyse the obtained data. Koivuniemi (2012) indicates that employing a mixed method design is a good way of triangulation to reinforce the quality of a research study due to the complexity of SLA and strengths and weaknesses of each method. It is very important to acknowledge that triangulation is regarded as a powerful way of ensuring research validity (Dörnyei, 2007).

The first phase of the data collection was composed of the administration of a reading test as the pre-test to 56 students. The students consented to participate in the study. The reading test was adopted from First Certificate of English (FCE) Exam of Cambridge English within the knowledge of authorized people (Cambridge English, 2018). The reading test was B2 level and consisted of 40 items under 5 parts.

After the administration of pre-test, the integration of short films into the reading classes was started in the experimental group and continued for 12 weeks. At the end of this treatment period, the reading test was applied once more, but as a post-

test in the present instance. Statistic Package for Social Sciences (SPSS) 23.0 was used to analyse the quantitative data obtained from pre-test and post-test. SPSS provides many advantages for researchers because it covers a lot of tests of statistical analyses, filters and prepares dataset for an analysis, creates different charts, performs testing for two and more sample hypotheses, analyses relationships between two and more variables, categorizes data and builds clusters (Paura & Arhipova, 2012). In this research, SPSS was benefitted to make the reliability analysis, to find and compare the mean scores of the groups and to analyse the frequency distributions of age and gender among the groups.

In the second phase of the data collection process, individual semi-structured interviews with a few open-ended questions were carried out with randomly selected 13 participants from the experimental group. All of the interviews were audio recorded, transcribed, translated and they were subjected to content and critical discourse analysis. The permission from the School of Foreign Languages was granted for the purpose of this study (Appendix VI).

3.4. Context of Research

The setting of this experimental research study was a state university in Turkey. It was conducted in the School of Foreign Languages at Harran University. The purpose of the SFL is to assist English language learners who failed English proficiency Exam in improving their proficiency levels in English which will be necessary throughout their academic studies and career. Since the medium of instruction is English in English Language Teaching Department at Harran University and because they will be teachers of English, it is compulsory for those students to develop their proficiency in English. For its students, SFL offered intermediate (8 weeks) and upper-intermediate (8 weeks) levels of main course, reading and writing and listening and speaking courses in the spring semester of 2018-2019 academic year, and 30 class hours in five days a week continued over a 16-week semester.

The scope of this research study was reading and writing course which had 6 class hours in a week. The objective of this course was teaching the students reading comprehension skills to understand and analyse reading texts form different genres and disciplines accurately while helping them in expanding their vocabulary. Besides,

the reading and writing course focused on teaching students how to organize their ideas and write in a step-wise fashion while observing appropriate usage, grammar, mechanics, and spelling in written materials. The course book used was UNLOCK Reading and Writing Skills 4 by Cambridge Publishing.

3.5. Research Population and Sampling

The research population of this study was preparatory class students in School of Foreign Languages, Harran University. In SFL, two different training programs offered: Compulsory English Training Program and Non-compulsory English Training Program. The students in the compulsory program were the sample group of the study.

The sample group consisted of 56 students who were homogenously placed in 4 preparatory classes. English proficiency level of the participants was determined as intermediate according to the results of a placement test prepared by National Geographic Learning (National Geographic Learning, 2018). Their age range was between 17 and 38 and there were 12 males and 44 females. They were all English Language Teaching Department students.

Figure 1. Gender Distributions of the Participants
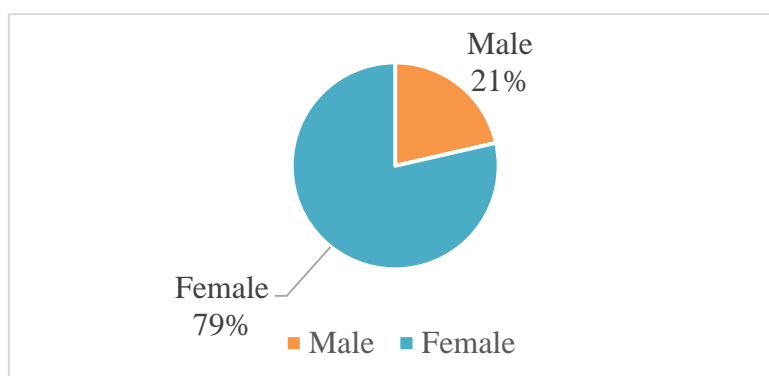
The number of male students in the study was 12, and the number of the female participants was 44. The distribution of the male and female students was almost equal in the experimental and control groups. There were 6 male and 24 female students in the experimental group and 6 male and 20 female students in the control group.

Figure 2. Age Distributions of the Participants
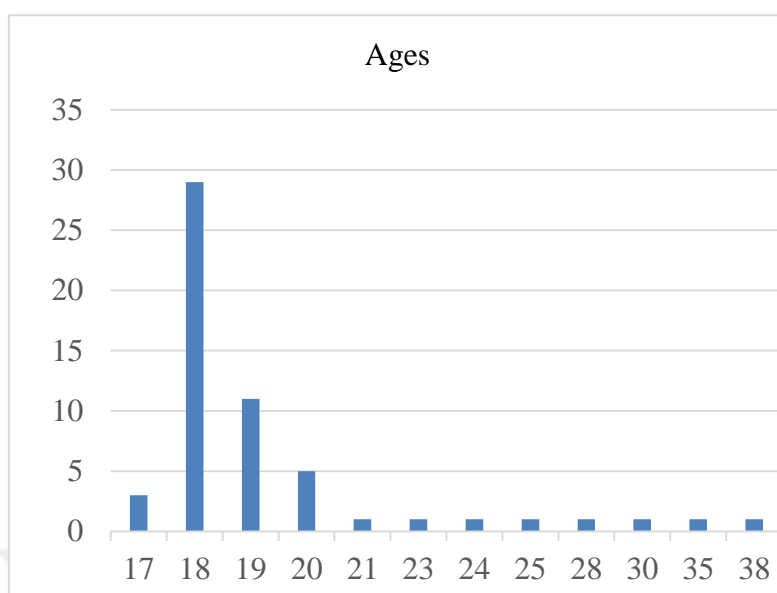
In order to conduct this experimental research, two preparatory classes out of four in Compulsory English Preparatory Program were chosen as the experimental group, whereas other two classes were chosen as the control group. The groups were determined by cluster random sampling. The experimental group consisted of 30 students in total and they were subjected to a 12-week treatment. On the other hand, the control group consisted of 26 students in total, and they had no treatment, therefore they followed the standard course curriculum.

3.6. Classroom Procedure

After the administration of the pre-test to the participants in the control and the experimental groups, the classroom procedure, integrating the short films into the classes, began. As stated, this study was designed as an experimental study, so only the experimental group which was selected by cluster random sampling was exposed to the treatment.

The duration of the treatment was 12 weeks and for each week, unique worksheets were prepared by the researcher before the course (Appendix V). The process of short film integration included 4 stages as presented below:

Stage 1: Introducing the topic of the short film through "before-watching" questions.

- The participants were asked 3-4 discussion questions, hereby a warm atmosphere was created before watching the film.
- Example: *How do you keep in touch with your friends? (Week 2)*

Stage 2: Watching the short film and answering "while-watching" part.

- The students were shown the short film only once. To keep them focused during the display, 4-5 questions directly related to some details in the short film were asked in this part.
- Example: *The girl, Vaysha, was born with one ……….. eye and one ……… eye. (Week 3)*

Stage 3: Reading the text after watching the short film.

- A reading text was chosen carefully for each week. The themes of the short films and the topics of the reading texts, which were from various genres and disciplines and at different lengths, were chosen similar.

Stage 4: Answering reading comprehension questions in "after-reading" part.

- Reading texts were followed by a number of reading comprehension questions. This part was of great importance to attain the aim of this study.
- Example: *How many castes were there in India?(Week 11)*

  a) One   b) Two   c) Three   d) Four

The short films were chosen considering their appropriateness for the classroom environment and the students' area of interests. Moreover, the cinematographic value of the films was paid regard as well. All of the chosen short films and some details about them can be seen in Table 1 given below.

Table 1. Weekly Schedule of Short Film Integration in Classroom

Short Films	Release Year/ Country	Genre	Lenght	Story of the Film	Topic of the Text
Post It (Week 1)	2014, USA	Live Action, Comedy	8 min.	The story of an introvert man, Elroy who meets an extrovert woman, Clara. She is too curious about what he carries inside his box and after a short conversation, they start to post stickers to the others.	Five great tips to have an effective communication with other people.
Best Friend (Week 2)	2018, France	Animation, Sci-fi	6 min.	The story of a lonely man in the near future who is terribly addicted to a high-tech device called "Best Friend" which provides him perfect virtual friends.	Pros and cons of virtual and real friends are compared and examples from three people's lives.
Blind Vaysha (Week 3)	2016, Germany	Animation, Drama	8 min.	The tale of a girl who could see the past and the future at the same time but never see the present.	How our perceptions of time change according to the language, culture, temporal milestones and personal attitudes.

The Lego Story (Week 4)	2012, Denmark	Animation, Biography	17 min.	The animated history of the LEGO toys company.	The contributions of legos and blocks to increase the spatial skills of children.
Dotty (Week 5)	2012, Canada	Live Action, Drama/ Comedy	11 min.	The story of an old lady in a nursing home struggles with her mobile phone to send a text message to her daughter.	How technology causes generation gap and how the usage of some technological devices differs from Gen X to Gen Z.
Fear of Flying (Week 6)	2012, Ireland	Animation, Comedy	10 min.	The story of a small bird with a secret fear of flying tries to avoid heading South for the winter.	Six great suggestions to overcome fear that avoids us from moving forward in life and achieve our goals.
Validation (Week 7)	2007, USA	Live Action, Romance/ Comedy	16 min.	The story about a parking assistant who makes his customers very happy with a smiley face and motivating speeches.	How smiling is valued and interpreted in different countries and why some cultures are more smiley than others.

Negative Space (Week 8)	2017, France	Animation, Drama	5 min.	The story of a boy called Sam who was able to connect with his father, who was always away on business trips, only by packing a suitcase perfectly.	A few simple but practical steps by Marie Kondo, who is a Japanese organising consultant and author, to pack our suitcases spotlessly.
Alternative Math (Week 9)	2017, USA	Live Action, Comedy	9 min.	The story of an elementary school math teacher who is challenged by parents, the principal, and even the mayor, when she tells a student that "2+2=4".	How math is essential for everyday activities such as shopping, planning a holiday and leaving a tip.
One-Minute Time Machine (Week 10)	2014, USA	Live Action, Romance/ Comedy/ Sci-fi	6 min.	The story of a man called James who is very eager to use his one-minute time machine in order to win the heart of the beautiful woman Regina.	Some people are claiming that time travel is possible in theory.

Zero (Week 11)	2010, Australia	Animation, Drama	13 min.	The story of a fictional character called Zero who was born into a world of numbers as an oppressed character but soon after he discovers that with the help of determination, courage, and love, nothing can be completely something.	The history and the principles of the 3600-year-old caste system in India.
Harvie Krumpet (Week 12)	2003, France	Animation, Comedy	23 min.	The strange life story of a man who has Tourette's Syndrome. This man also has chronic bad luck, nudist tendencies, and a book of "fakts" around his neck. He has different menial jobs throughout in his life.	Characteristics, causes, syptoms and treatments of Tourette's syndrome.

3.7. Instruments

In this study, both quantitative and qualitative data collection tools were benefitted. While a reading test was conducted to obtain quantitative data, semi-structured interviews were made for the collection of qualitative data.

3.7.1. Piloting Procedure

After determining the research design and the data collection tools, the reading test was administered to 47 preparatory school students in SFL in order to pilot the reading comprehension test. This pilot test covered 4 parts including 34 items. Randomly selected 47 students took the test and the results were analysed with the help of SPSS 23.0 software. To measure the reliability of the pilot test, Cronbach's Alpha analysis was benefitted because it is the most widely used objective measure of reliability (Tavakol & Dennick, 2011). Alpha was developed by Lee Cronbach in 1951 to give a measure of the internal consistency of a test or scale, specified as a number between 0 and 1 (Cronbach, 1951). In the analysis, Cronbach's Alpha reliability statistic was found as r=,64 and it was not enough. To increase the reliability of the pilot test, 6 more items under a new part were added. Thus, the test was improved, and the new Cronbach's Alpha value was found as r=,86. This modified version of the test was used as the pre-test and the post-test.

3.7.2. Reading Pre-test & Post-test

In the process of quantitative data collection, a reading test which was adopted from the reading parts of First Certificate of English (FCE) Exam designed by Cambridge English was utilized (Appendix I). The reading test was B2 (intermediate) level and it included forty items in total under five different parts. Each item in the test was 2.5 points and the test totalled up to 100 points (Cambridge English, 2015).

The first part was a modified cloze test containing ten gaps followed by ten multiple-choice questions. The second part was a text including nine gaps. Each gap corresponds to a word. The stems of the missing words were given beside the lines and required to be changed to form the missing word. The third part was a text from which five sentences had been removed and placed in jumbled order, together with an

additional sentence, after the text. The forth part included a text followed by six 4-option multiple-choice questions. The fifth and the last part consisted of several short texts, preceded by ten multiple-matching questions.

3.7.3. Semi-structured Interviews

Semi-structured interviews provide researchers with the opportunity of comparing different opinions and cases. In semi-structured interviews, a set of guiding questions are prepared by the researchers, also they are free to ask follow-up questions to obtain more information (Mackey & Gass, 2005). In this type of interviews, the researcher as an interviewer leads and guides the student who is interviewee, however it permits the interviewee to elaborate on the issue (Dörnyei, 2007).

In the process of qualitative data collection, semi-structured interviews including 6 open-ended questions were carried out with randomly selected 13 students. All of the interviews were recorded with a voice recorder, transcribed, translated and they were subjected to content and critical discourse analysis. These questions were asked to identify the participants' perceptions on the integration of short films (Appendix II):

1. Do you think watching short films in English has a beneficial effect on improving your English language skills?
2. Do you agree that watching short films motivates you to learn English?
3. Does the integration of short films in the EFL classroom decrease your anxiety and tension in language learning?
4. Do you think watching short films in the classroom makes reading easier for you?
5. Do you agree that short films can help in improving your English reading comprehension skills?
6. Do you think your English teacher should use more short film activities in the classroom to help you improve your reading skills?

On average, each interview took five minutes, and the qualitative data obtained from these interviews was analysed through discourse analysis.

3.8. Data Analysis

During this experimental research study, both quantitative and qualitative data were collected through pre-test, post-test and semi-structured interviews. Quantitative data was analysed by SPSS 23.0 statistical analysis software to effectively and accurately interpret the descriptive statistics of gender and age distribution of the participants and of the results of the pre-test and the post-test. To identify whether the relationship between two qualitative variables is statistically significant, researchers must administer a test of significance named as Chi-Square Test (Moore, Notz & Flinger, 2013). Therefore, in this study, chi-square analyses were made in order to measure the frequency distributions of the sample by age and gender. Apart from the chi-square analysis, paired samples t-test and independent samples (also called two-sample) t-test analyses were employed in the research. To compare the pre-test and the post-test mean scores of the experimental group or that of the control group, paired samples t-test analyses were performed because this test is used when the difference between two variables for the same subject is required to be investigated (Samuels & Gilchrist, 2014). On the other hand, analyses were done for the comparison of the pre-test and the post-test mean scores of both groups. As it is indicated by Manfei Xu and her colleagues (2017), independent samples t-test is used when the data of two samples are statistically independent. Also, in this research, Pearson correlation analysis was conducted to check the effect of age to the pre-test and the post-test results. A correlation analysis measures the strength and the direction (positive or negative) of a connection between two or more variables (Gogtay & Thatte, 2017).

Critical discourse analysis (CDA) was benefitted to analyse the qualitative data which was obtained from semi-structured interviews made with randomly selected 13 students. These interviews were made in Turkish, the native language of the participants, and all of them were audio recorded, transcribed and translated into English. Each specific and relevant expression reflecting the perceptions of the participants was highlighted and categorized under interview questions (Appendix III and Appendix IV).

The reason CDA was applied to analyse the qualitative data in this research is that it attempts to discover what is unseen in the discourse (Doyuran, 2018). "Critical discourse analysis is the method of revealing the message and hidden meaning of a

mutual dialogue, text or a single discourse with the help of systematic analysis" (Doyuran, 2018, p. 302). According to van Dijk (2003), in addition to studying the relationship between language, text and social structure, CDA has a purpose of providing a different mode or perspective of understanding, analysis or application throughout the whole field. In CDA, language is seen as a social practice and therefore, the context of language use is very important (Fairclough & Wodak, 1997).

For CDA, various analysts put forward different approaches or frameworks, for example, Fairclough's three-dimension framework (1995). According to Fairclough, every discourse has three dimensions: "firstly, it is a text (speech, writing, visual images or a combination of these). Secondly, it is a discursive practice which involves the production and consumption of texts. Thirdly, it is a social practice" (Handayani, Heriyanto, & Soemantri, 2018). Regarding these three levels of discourse, Fairclough established three stages of CDA, which are description, interpretation and explanation. Besides Fairclough (1995), Van Dijk (2008) classifies the three dimensions of critical discourse analysis, they are text analysis, social cognition, and social context. The framework of van Dijk's model as follows:

Figure 3. Critical Discourse Analysis Model of van Dijk
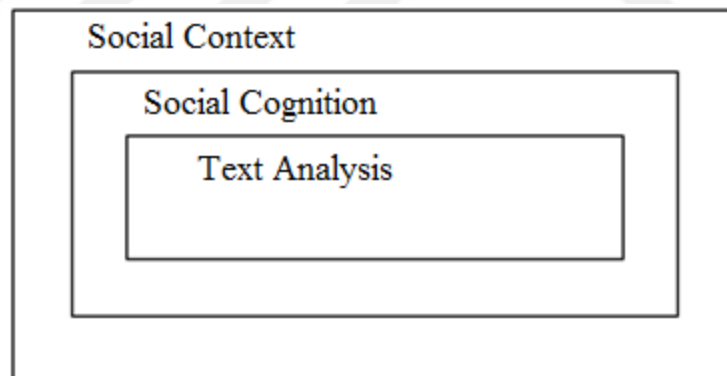
The first dimension of van Dijk's model, text analysis is related to the linguistic feature which includes three structures; macrostructure, super structure, and microstructure. The second dimension is social cognition. In addition to examining the structure of the text, it also covers the meaning, ideology and objective in the text. The third dimension is the social context. When analysing a text, it should be associated with intertextual analysis between how the discourse is created and how the discourse is constructed in the social community (Van Dijk, 2008).

In this research study, considering the nature of the qualitative data obtained through the semi-structured interviews and since it is more interested with the linguistic feature of the discourse, van Dijk's model was adopted for CDA. In the analysis process, the dimensions of this model were presented in a holistic way, rather than a step by step fashion to make it more organised and clearer.

CHAPTER IV
FINDINGS

4.1. Presentation

Chapter four presents the results and findings of the data obtained through the pre-test and the post-test that were carried out with 56 students and the semi-structured interviews made with randomly selected 13 participants. The findings of the two data sets (the pre and post-test and the semi-structured interviews) are briefly described in guidance of the research questions of the study. Accordingly, this chapter covers two main sub-sections to clarify each of the research questions in turn.

4.2. The Role of Short Films in Enhancing English reading comprehension Skills

The first research question of the study aimed to explore the role of the integration of short films into EFL classes. To be able to clarify this research question, a reading test was administered as a pre-test and post-test to all members of the both groups (experimental group and control group). The reliability of the reading test was analysed through a Cronbach's Alpha analysis and as seen in Table 2, the results revealed that the test was statistically reliable (r=,864).

Table 2. Reliability Statistics of the Reading Test (Pre-Test & Post-Test)

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,864	,867	40

The reading test was at B2 level and it consisted of forty items under five main parts. Each item in the test was 2.5 points and the test totalled up to 100 points. The parts in the test consisted of ten, nine, five, six and ten items respectively. All of

the parts had different texts and question types intended to measure English reading comprehension levels.

Table 3 presents the mean score of all of the participants' in the pre-test and as it can be seen, it was 43.44 points (M=43.44).

Table 3. Mean Score of Pre-test Results of All Participants

	N	M	SD
Pre-test	56	43.44	11.497

To show that the control and the experimental groups started the research period at around the same proficiency level in terms of their reading skills, an independent samples t-test was applied to the pre-test mean scores of both groups. The results of the independent samples t-test revealed that there was no significant difference between the pre-test mean scores of the experimental and the control groups. As seen in Table 4, the pre-test mean score of the control group was 41.44, while it was 45.17 in the experimental group. Although there was a 3.73-point difference between the mean scores of the groups, there was no statistically significant difference between their mean scores (p=.230/ p<.05).

Table 4. Comparisons of Pre-test Mean Scores of Experimental and Control Groups

Test	Group	N	M	SD	t	P
Pre-test	Control	26	41.44	10.540	-1.214	.230
	Experimental	30	45.17	12.176		

 *p<.05

To control the effect of gender on the results of the pre-test mean score, an independent samples t-test was carried out and the results of the analysis revealed there was no significant difference in between the pre-test mean scores according to the genders of the participants. The results can be seen in Table 5.

Table 5. Comparison of Pre-test Mean Scores of Participants According to Gender

Test	Group	N	M	SD	t	P
Pre-test	Male	12	48.54	8.884	1.768	.083
	Female	44	42.05	11.816		

*p<.05

To control the effect of age to the results, correlation between age and pretest scores are calculated. Pearson Correlation between pretest scores and age of participants are presented in Table 6. As can be seen in the table, there was no statistically significant correlation between the age and the pre-test scores of the participants.

Table 6. Pearson Correlation Between Pre-test Scores and Age of Participants

	Pre-test
Age	**r**.022
	p.875

*p<.05; **p<.01

As a result of the comparison of the mean scores of the pre-test and post-test scores of all of the participants it was found out that the mean score of the post-test results was obviously higher than the mean score of the pre-test results. As seen in Table 7, the mean of the pre-test scores was 43.44 and the mean of the post-test scores was 58.93. The increase in the mean score was 15.49 points, showing that the test-takers scored noticeably better at the end of the academic term on the whole, no matter what group (experimental or control) they belonged to. This increase in the mean score of the post-test was expected because the students from the both groups continued their preparatory school trainings whether they got the treatment or not.

Table 7. Mean Scores of Pre-test and Post-test Results of All Participants

	N	M	SD
Pre-test	56	43.44	11.497
Post-test	56	58.93	11.529

Despite the fact that the scores of the participants increased in the post-test on the whole, this increase in the mean score of the post-test was not equal in the control and the experimental groups. Another independent samples t-test was carried out on the post-test results of the experimental and control groups to figure out whether there were any differences in between. The analysis of the independent samples t-test revealed that there was a significant difference between the post-test mean scores of the control and experimental groups (t=-4.071; p=.000). As seen in Table 8, the post-test mean score of the experimental group was 64.08 points (M=64.08) and it was statistically and significantly higher than that of the control group (M=52.98).

Table 8. Comparison of Post-test Mean Scores of Experimental and Control Groups

Test	Group	N	M	SD	t	P
Post-test	Control	26	52.98	11.091	-4.071	**.000***
	Experimental	30	64.08	9.319		

*p<.05

In order to have a deeper understanding of this increase in the groups' post-test scores, paired samples t-tests for the both groups were carried out separately.

Table 9. Comparison of Pre-test and Post-test Mean Scores of the Control Group

Group	Test	N	r	P	M	SD	t	P
Control	Pre-test	26	.890	.000*	41.44	10.540	- 11.530	.000*
	Post-test	26			52.98	11.091		

*p<.05

As can be seen in Table 9, there is a statistically significant difference between the pre-test mean score and the post-test mean score of the control group (t=-11.500; p=.000). The same table shows that the post-test mean score (M=52.98) is significantly higher than the pre-test mean score (M=41.44) in the control group. This increase in between the pre-test and post-test mean scores was found to be consistent in the correlation test as well. The correlation test revealed that there is a significant positive correlation between the mean of the pre-test and the post-test scores of the control group (r=.890; p=.000).

Table 10. Comparison of Pre-test and Post-test Mean Scores of the Experimental Group

Group	Test	N	R	P	M	SD	t	P
Experimental	Pre-test	30	.788	.000*	45.17	12.176	-	.000*
	Post-test	30			64.08	9.319	13.805	

*p<.05

The same analysis of paired samples t-test was applied to the pre-test mean score and the post-test mean score of the experimental group as well. As seen in Table 10, the analysis of paired samples t-test revealed that there was a significant difference between the pre-test mean score and the post-test mean score of the experimental group (t=-13.805; p=.000). The table shows that the post-test mean score (M=64.08) is significantly higher than the pre-test mean score (M=45.17) in the experimental group. This increase in between the pre-test and post-test mean scores was found to be consistent in the Pearson correlation statistic, which measures the degree of the association between two variables and the direction of the relationship, as well. The correlation test revealed that there is a significant positive correlation between the mean of the pre-test and the post-test scores of the experimental group (r=.788; p=.000).

It was found out from the comparison of the analysis of the pre-test and post-test scores of the groups that the integration of short films into the classes made a statistically significant difference. The fact that the positive correlation of the mean scores of the pre-test and post-test results of the experimental group was found to be

(r=.788) and this shows that the correlation is strong enough and responses to the pre-test and post-test questions were more different than those of the control group (r=.890). This fact shows that the students from experimental group changed their responses in the post-test more.

Although not among the research questions, the effect of two other variables (i.e. age and gender) was also analysed. The Chi-square analysis revealed that there was no statistically significant difference between the experimental and the control groups in terms of gender. Also, the independent samples t-test of the mean ages according to the genders revealed that there was no significant difference in between the genders.

To conclude the section, the analysed results revealed that the integration of short films into the classes had some significant effects on the participants' English reading comprehension skills. Although it was found out that the improvement was positive in both of the groups (experimental group and control group) at the end of the treatment period, the statistics indicated that the experimental group changed significantly more, showing that the participants from the experimental group utilized the short films presented and improved their English reading comprehension skills better.

4.3. Students' Perceptions on the Effect of the Short Film Integration

In an attempt to support the earlier findings from the results of the pre-test and the post-test and also to have a deeper and more detailed understanding of the students' perceptions towards the effects of the short films, semi-structured interviews were carried out with 13 of the students. These students voluntarily attended to the interviews. 9 of the students were females and 4 were males. Six questions in the interviews were asked in Turkish as to avoid any possible misunderstandings, and the interviews were all recorded, transcribed, and translated into English. After the interviews were transcribed, the students' responses to the questions were analysed and the contents of the answers were categorized. Teun van Dijk's (2008) critical discourse analysis model was benefitted in this process. The descriptions below cover the students' responses to the interview questions which were in close relationship with their perceptions over the effects of short films.

4.3.1. The Effect of Short Films on Improving English Language Skills

The first interview question aimed to find out whether watching short films in English had any beneficial effects on improving the students' overall English language skills, and it went, *"Do you think watching short films in English has a beneficial effect on improving your English language skills?"* A few examples of the students' responses to the first question are listed in three categories below:

- ***Learning Four Language Skills***

This code comprises the fact that the short film integration helps the students improve their basic language skills and the parts underlined with blue colour are some of the examples presenting it. On the other hand, the red underlined parts refer to the emphasizing adverbs.

> *P 4. I definitely think it does. Especially, for pronunciation and listening, it contributed to me a lot… In addition to this, it contributed to me a lot for the reading skills because we combined short films with reading texts.*

> *P 5. I absolutely believe it does. We are trying to learn English and get better at speaking here, and those things we hear in the films, like pronunciation of some words help us achieve.*

These red underlined words were used by the participants to express to what extent they agreed that the short films helped in their learning. Using these adverbs just as the first words of their responses, they emphasized their attitudes.

> *P 6. I think, it improves in terms of listening with the help of becoming familiar to hearing. For reading and writing, I also agree that it improves reading skills.*

> *P 7. …while watching English short films, we hear pronunciation, it's listening, so, I think it improves our listening skill. Moreover, it helps us improve our speaking skill, too.*

The blue underlined sections refer to the language skills which the students thought they improved in. Also, the expression *"helps us improve"* indicates that the students regarded the short films as a support or a tool.

When all of the responses to the first interview question were analysed, it was figured out that the students believed the integration of short films into classes improved their listening skills (9 students), speaking skills (3 students), reading skills

(7 students) and writing skills (2 students). It is important, however, to notify that only one of the students to take the interview questions found the integration of short films into classes as useless. Even though the rest of the students did not mention any language skills by name, they believed the integration of short films into classes added up to their global English language skills.

- *Other Language Skills*

The parts underlined with orange colour mean that the short films helped the students improve some other language skills as well.

Apart from the four basic language skills (i.e. listening, speaking, reading and writing), it was concluded from the analysis of the responses to the first interview question that the students found the integration of short films into their classes helpful in terms of their pronunciation, accuracy and vocabulary knowledge as well. They believe that the short films they watched helped them correct their pronunciation mistakes, make more accurate sentences and learn lots of new vocabulary. Example responses regarding the improvements in terms of pronunciation, accuracy and vocabulary knowledge are as listed below:

> P 7. ... as I said, we learn *pronunciation* while watching. We learn how to speak, for example, we learn phrases.

> P 10. I believe it's *far easier* for our brain *to pick up vocabulary* when you both read a word from the subtitles and hear it pronounced by the characters in the films. I mean, I believe it is really improving for us. It is *far more permanent* when you both see and hear an unknown word. Not only seeing or hearing but doing these two together, I mean, is *better*.

In his/her response, *P10* used a comparative structure and two modifying comparatives. Here, these adjective forms underlined with purple colour show that there was a big difference between learning vocabulary with and without the short films.

- *Other Advantages*

The parts which are underlined with green colour refer to the fact that the short film integration has other contributions to the language learners.

The analysis of the responses to the first interview question revealed that some of the students found the integration of short films into their classes beneficial because of the reasons given below:

P 2. Well, absolutely. I believe they improved us because since the primary school we have been on course books and this kind of different sources contribute to our learning. Besides, they make us more active during the classes.

P 5. ...or for example, we can't always form the sentences correctly, through these short films; we learn how to form correct sentences. They help us. I believe that they are very effective as extra-curricular activities.

The short films acted as extra-curricular sources and they made the students more active in the classes. Also, they contributed them in terms of correct use of the English language.

P 4. Yes, we follow quality coursebooks, but we do not encounter authentic English there. We just listen to the recordings and watch the videos prepared by publishing houses. However, I, for example, think that we expose to an authentic language in short films more and feel the real English language. Especially, in terms of listening and pronunciation.

They were attractive kind of audio-visual materials providing an authentic language which refers to written or spoken English used in real situations.

P 7. We learn how to use these daily phrases in our daily lives. I, personally, learn what to use in which context.

They helped the students get more accustomed to daily use of English language. Also, this contributed to boost their self-confidence about English.

Overall, the students' responses to the first interview question were observably and mostly positive, which could be interpreted that most of them believed they utilized the presented short films in improving their language skills. Also, other specific examples they gave in their responses indicated their personal benefiting in the short film integration period.

4.3.2. Short Films as a Motivation Source to Learn English

The purpose of the second interview question was to find out whether the students found the integration of short films into their classes motivating and it went, *"Do you agree that watching short films motivates you to learn English?"* It was clear from the critical discourse analysis of the transcriptions that apart from only one of them, all of the students who got interviewed agreed that the integration of short films into English reading classes made them feel more motivated during the classes and it let them learn in a more enjoyable way because a short film was a different source of learning for them. Some of the participants' responses to the second question are listed in three categories below:

- *Different Topics and Contents*

The parts underlined with red colour presents the reasons why the short films are considered a motivation source. Here, it can be inferred that the students want the classroom materials appeal to them.

P 7. Well, yes, of course they do. Because… Well, it depends on the short film you watch actually. For example, if it has a nice, attractive topic, if it is my kind of a short film, I like English more and it makes me get directed to English more. I believe this improves me, my skills. It motivates me.

In the blue underlined part, the causative structure shows that the student needs some force to push him/her to learn English and the short films serve as directive and supportive tools.

P 11. Yes. Of course, instead of boring reading texts, it is better to get various viewpoints and expose to different accents by watching short films that are full of good content.

- *Not Boring or Monotonous*

This code covers the fact that some of the students found the integration of short films into classes more motivating than use of only course books as material. Some example responses regarding this point might be found below:

P 2. It motivates me because just like all students, sometimes we are bored of those course books, well, only reading them. Watching is already a kind of favourite activity for all students and doing this in classes has a positive effect on us.

P 1. For long hours, I mean we have classes for 30 hours a week and sometimes we <u>get bored and get tired of them</u>, but when we watch films, we <u>soothe</u> in a way, how to say, <u>it enthuses</u>.

P 9. ...normally the classes are not like we want them to be. I mean, <u>we get bored sometimes</u>; however, when there are short films in action, I feel <u>more motivated and concentrated</u>.

P 3. I can state that it removes boredom, I mean, watching short films. Always following <u>the course books bores students</u> after some time, and if students get bored, they learn less, naturally. However, watching these short films <u>moves the classes to a different point.</u> I mean, it's like "let's do something different today" and it is fine.

According to the students' answers, it can be inferred that the course books might get boring and monotonous for them from time to time. The parts underlined with purple colour show how much the students were tired of the boring coursebooks or maybe the coursebook dependence in EFL classes.

The orange underlined parts refer to the advantages of the short films over the course books. Here, the students wanted to justify themselves by explaining the experienced benefits of watching short films after *"but - however"* conjunctions which expressing the contrast. Maybe, they did not want to seem as unconcerned students who are fond of enjoyable things, but not interested in serious learning, in the eyes of their teacher.

- ***Other Motivating Features of the Short Films***

This code includes the fact that the students also cited the integration of short films into their classes as collaborative, attractive, inspiring, entertaining, effective, original, didactic and intriguing. A few other responses regarding these ideas might be found below:

P 4. ...short films help me a lot because they are <u>didactical, intriguing and original</u>. For instance, we cannot find visual materials on the topics of those short films. Also, we do some tasks all together and I like this way, I mean, <u>collaborative</u> way of learning.

P 13. Well, I think, it does because each time when we watch a short film in the class, both we <u>get curious</u> and we want to watch more as we start

to understand. Also, we learn a lot of new things as <u>world knowledge and</u> <u>intercultural things</u>. So, it is a very motivating activity.

P 3. ...students of this department generally have a starting story of their English language adventure with songs, videos or films, so, watching always attracts students more and it is <u>more effective</u> I believe.

The parts underlined with green colour are the different ways of saying *"it works"*. The diversity of the utterances used to describe similar concepts show how multi-purpose and multi-dimensional the short films were. They could meet the different needs of the different learners or learner types.

4.3.3. The Relationship Between Short Films and Decreasing Learners' Anxiety

In the third question, the students were inquired whether the integration of short films into their EFL classes decreased their anxiety about language learning, and the question went, *"Does the integration of short films in the EFL classroom decrease your anxiety and tension in language learning?"* The results revealed that 12 of the students found the short films anxiety-decreasing in terms of their foreign language learning adventure while only one of them believed they were not motivating at all. The participants' representative responses for the third interview question were listed in three categories and can be seen below:

- ***The Feeling of Achieving***

This code addresses to the fact that when the students realize they can achieve something, they do not feel anxious (much). If they feel success even a bit, they can feel confident and believe in themselves. In time, it can turn to a cycle on behalf of the learners.

P 4. Well, yes because as we watch short films, we realize that our comprehension skills are developing. And as our comprehension skills develop, we say "Yes, I can do something, so I am <u>making headway</u>. Yes, I did it!" And, when we made short film activities, I felt this. In the first weeks, it was like "Oh! What's happening?", but later it turned into a real fun and I wanted it to <u>continue evermore</u>. So, YES!

The expressions underlined with red colour present the fact that the students were progressing well with the short films. Also, they were observing themselves carefully and happy with their progress.

P 5. Actually, yes, I don't have any anxiety about language learning. I was a bit worried at the beginning of the term, but now, I don't have any anxiety at all. Watching a film and understanding it motivates me, actually. So, I mean, I can get the message, which is all English and I feel better, more motivated. I feel like, "OK, I can do something, let's add something more."

The blue underlined parts show how willing and enthusiastic the students are for further short film activities. Indeed, this interview question did not directly ask their opinions towards the continuation of the short film integration. However, students expressing their personal opinion before it was asked may indicate that they intimately wanted to have more of those activities.

P 8. Yes. For example, I get nervous while speaking and so I do now (chuckles) but I feel better after watching short films because films are my area of interest in all honesty. Therefore, speaking becomes easier for me. I can express myself better. Films guide me in expressing something correctly.

- *Proficiency Exam Anxiety*

This code means that the short film integration helps the students get over the proficiency exam anxiety.

It was also found out from the deeper analysis of follow-up questions for the third item that some of the students found the integration of short films into classes helpful in decreasing their proficiency test anxiety as well.

P 7. We utilize these short films in terms of tests, too. They help us improve our listening skill, because we listen while watching. You know, we have listening part in our proficiency exam. Besides, I believe short films help us improve our reading skill, too.

The orange underlined part shows that the students believed that watching short films helped them feel stronger when taking the listening and speaking parts of the proficiency exam. Again, this expression was an indicator of multidimensionality of these activities.

- *Amusing, Not Stressful*

This code addresses to the fact that the students found the integrated short films entertaining and amusing, but not tense. They stated that their days went well

when they saw funny short films in their classes. The response given below consists of three positive words related to this point and maybe the abundance of such expressions shows how pleased the students were.

> *P 13. ...watching is something easy and since generally we watch <u>entertaining</u> stuff, we feel relaxed. The day goes well, too, I mean it is <u>amusing</u>. Also, we can be more active during lessons because we are <u>having fun.</u>*

4.3.4. Short Films for Making Reading in English Easier

The fourth interview question was of vital importance as to explain the second research question because the effect of short film integration into classes on their English reading skills was questioned. The question went, *"Do you think watching short films in the classroom makes reading easier for you?"* and asked directly, instead of asking in an indirect way whether watching short films in their classes made reading easier for them. The results of the analysis on the students' responses to the fourth question revealed was that 12 of the students believed the integration of short films into classes made reading easier for them, which was in support of the quantitative findings that were described in the first section. Some of the representative responses from the students are listed in two categories and can be found below:

- ***Time-saving and Permanent***

This code comprises the fact that the integration of the short films served as a time-saving tool contributing to enlarge the vocabulary and helping permanent leaning.

> *P 9. Yes, they do. I, for example, used to look up almost every word in the dictionary, and this <u>took a lot of my time, wasted my time</u>. However, while watching short films, I learnt how to guess meanings of the unknown words in the films and I can apply this to reading skill, too.*

The green underlined part was a reproach of a student leaning English as a foreign language. Of course, reading in a different language than one's native language can be challenging from time to time. Unfortunately, it can cause and relate to some problems in language learning. Here, the student expressed that the short films not only saved his/her time, but also saved him/her from such a challenging work.

> *P 4. Also, in my opinion, listening before reading something helps us <u>keep the topic in our minds better</u>. Moreover, there is a fact that language*

students' visual memories are better. At least, that is true for me. Since my visual memory is better, reading after watching relieves me and helps me in reading.

P 8. Umm. Yes, it became easier. We get familiar with the topic thanks to the film and when I read a text on the same topic, it <u>becomes permanent</u> for me. It <u>sticks in my mind</u>.

The parts underlined with orange colour must mean a victory for a language learner because learning thousands of things in/about a new language, especially in a short period of time, makes the permanent learning really difficult for learners. Therefore, if the short films are helping with it, they are totally advisable for everybody.

- *Background Information*

This code explains how short films make reading in English easier. At this point, providing background information and making the students familiar with the topic are of great importance.

P 3. Well, yes, I do. I totally believe it does. I mean, when we read about something, we don't have any background information about, we are like "I didn't understand" and constantly turn back in the text to read again and again, which was my biggest problem in the <u>university entrance exams</u>. I <u>lost too much time</u>, and even, I didn't answer one or two paragraph questions. However, I believe I can read faster and understand better now.

In this example, the pink underlined part indicates what being beside the point caused to in a high-stakes exam. Here, the student shared a bad experience of his/hers and showed how sorry he/she still was.

As for the reasons that made them feel easier during the reading tasks, several different suggestions were put forward by the students. Accordingly, reading tasks became easier for the students after the short films because they could focus on the main idea of the reading text in a quicker way and save time while reading and also, they had necessary background information from the short films and did not have to spend time searching for any information online. Some representative responses regarding the reasons why watching short films made reading easier for the students are underlined with blue colour and listed below:

P 4. Yes, it definitely does! As I said just before. While we watch short films, we <u>get an idea about the topic</u>.

P 7. Well, first we watch short films. Then, I mean, we acquire <u>background information</u> from there, I mean, we learn. And then, when I read, I can concentrate better, I can focus easier on what I read. This happens because I know some background information about what I read.

P 11. … Likewise, when we use this technique for reading, rather than trying to understand the whole text, <u>we focus on the main idea</u> and we can finish in a shorter time and more meaningful way.

4.3.5. Short Films for Enhancing English Reading Comprehension Skills

The fifth interview question was also of real importance as to clarify the second research question of the study. The question went, *"Do you agree that short films can help in improving your English reading comprehension skills?"* and inquired whether the students found the integration of short films into classes beneficial in terms of improving their English reading comprehension skills. Contrary to the first four interview questions, it was found out that all of the students agreed on the fifth interview question. Accordingly, all of the students stated that the integration of short films into their English reading and writing classes helped them improve their English reading comprehension skills. Some example responses from the students are listed in two categories and can be seen below:

- ***Making Learning Easier and Reinforcing It***

The parts underlined with red colour present the examples facilitating and reinforcing effects of the short film integration. Also, the phrase *"learn holistically"* may indicate that the students wanted to have almost full knowledge of the subject they were learning and feel confident about it.

P 2. Yes, I do. I'm totally positive about these short films. Watching, understanding, reading, catching what was missed from the film in the reading text or checking the short film back to <u>reinforce our comprehension</u> of the text all help me <u>learn holistically</u>.

P 11. Of course, they help because when written materials are given after <u>internalising</u> the visual stuff well, we can <u>understand much more easily</u>.

Here, the words *"internalising"* and *"understand much more easily"* mean that when the students were able to relate themselves to the subject or the material, this really assisted them in their learning.

- ***Reading Comprehension Skills***

This code refers to the fact that the short film integration improves some reading comprehension skills of the students.

When the responses to the follow-up questions for the fifth interview question were examined, it was found out that the students, regarding the benefits of short film integration, verbalized some more specific arguments as well. Accordingly, the students improved some of their reading comprehension skills such as skimming, scanning, understanding the context, finding the main idea, critical thinking, making inferences, making connections and catching details. Some of the students' representative responses regarding their beliefs are as listed below:

P 13. Yes, exactly! I mean, when scan read not skim, of course in a normal span of time, we catch each detail, understand them. I mean everything becomes easier.

P 4. Well, yes. In my opinion, short films help me think critically and find the main idea(s), but I cannot say the same thing for scanning. Actually, after watching a film, I become familiar with the topic and just skim it.

P 9. ...as I learn something making/putting connections, I can read more fluently while doing reading tasks. I can get the meanings of the unknown words from the context. In this aspect, I feel I improved myself.

P 10. Of course. First you watch a short film, and then, you read, listen. I mean, doing all these together is something different than just reading or listening. Doing these together is a great advantage for us, it completes what is left blank.

P 7. Yes, I mean, I believe that short films also improve our reading skills. You know, there are things like "skimming" and "scanning" and short films help us improve these skills. Well, how…? We listen while watching. Like, we watch first and listen, and then read the text itself. So, we can understand the context of the text, we can get the main idea.

P 6. Definitely, it improves. I mean, short films are didactic; we make reading comprehension and <u>inferencing</u> activities. We are looking at the <u>negative and positive sides of things</u>.

The parts underlined with green colour are very specific examples for reading comprehension skills. At this point, as a critical analysis, it can be inferred that the students were really aware of their progress and made self-evaluation most of the time. They knew their strengths and weaknesses in terms of English reading comprehension skills.

4.3.6. Students' Opinions Towards Further Short Film Activities

The last interview question was an indirect question as to make inferences from the responses to figure out whether the students found the integration of short films into EFL classes useful and would like to see their instructors use it more in their classes. The question went, "*Do you think your English teacher should use more short film activities in the classroom to help you improve your reading skills?*" and aimed to indirectly investigate the students' perceptions of use of short films in reading and writing classes. Some representative responses are listed in two categories and can be seen below:

- ***More Short Film Activities***

P 2. <u>Yes, I'd love it</u> because it directs us more to the lessons and helps us love English language more.

P 3 <u>Yes, yes!</u> Because I love watching. I mean, we get bored sometimes, we lose attention, and these kinds of activities attract students actually. It helps them keep motivated.

P 7. <u>Yes, of course</u>, I'd love it because they motivate us, really. And they are very nice activities. Some, for example, are very informative; they give me lots of world knowledge. So, they are very useful, I believe.

P 10. <u>Yes, I do</u>. I find it quite useful to have these short films as in-class tasks. And I think we should have these more often, they are great.

The pink underlined parts indicate that all of the students found the integration useful and desired their instructors to utilize short films more in their classes. Instead of answering the question just a "*Yes*", they sometimes repeated their words as in the response of *P3* or they gave justification as in the response of *P3, P7* and *P10*.

- *Future Plans*

This code addresses to the fact that the students not only wanted their instructors to utilize more short films, but they also planned to make use of them in their future teaching careers.

> *P 7. Yes, I am also planning to use these short film activities in my classes when I become a teacher.*

To conclude the section responding the second research question, lots of statements in favour of the integration of short films into classes were suggested by the students, and most of these were parallel to the quantitative findings, denoting that the students made use of integrated short films in improving their English reading comprehension skills and they were observably keen on the use of mentioned short films.

CHAPTER V
DISCUSSIONS

5.1. Presentation

Chapter five presents the discussions of the findings of this research study. In this chapter, the quantitative and the qualitative findings are discussed in detail. This chapter also represents the discussions of each research question investigated in the present study by comparing the findings to the earlier ones. Accordingly, chapter five covers two main sub-sections with the two research questions as the sub-headings.

5.2. Do Short Films Have a Role in the Development of English Reading Comprehension Skills?

When the data collected from the pre-test and the post-test was analysed through independent samples t-test and the results of the both tests were compared, it was seen that there was a statistically significant difference on the mean scores of both of the groups (i.e. experimental group and control group). This significant difference in the mean scores was regarded as normal because the students from both of the groups continued their language learning adventures in a 30-hour a week, obviously intensive language learning program. Later on, however, through a deeper and separate paired samples t-test analysis on the data, it was found out that the increase in the mean score of the experimental group was much higher than that of the control group. This might be used as a frank indicator to conclude that the treatment carried out with the students of the experimental group was successful and effective.

Another important quantitative finding obtained through the paired samples t-tests carried out separately for both of the experimental and the control groups was that the students from the experimental group changed their responses in the post-test more. More precisely, the students from the control group were more consistent in their responses given in the pre-test and the post-test, which might be interpreted that

they did not show an unexpected improvement in their English reading comprehension skills. This positive change, however, was much more observable in the results of the students from the experimental group.

Although not exactly conducted the same, these findings were parallel to the findings of a study carried out by Merita Ismaili (Ismaili, 2012) conducted on a sample of an experimental and a control group. The study was carried out at the South East European University and the participants of the study were pre-intermediate and intermediate level of students, aged 18-25. The results of the study revealed that the experimental and the control group had significant differences in between on integrated skills, using video-based teaching material. Accordingly, films attracted students' attention and motivated them because they presented the target language in a more natural way than did the classic course books. The study also found out that films offered richer visual content, and this helped students understand and improve their learning skills.

It was noticed, during the literature review, that there existed several other studies with parallel findings, denoting that language learners made use of videos, films, short films and other visual material. In a few research studies, for example, by Hu Xiaoqionga and Jiang Xianxingb (2008), Taher Bahrani and Tam Shu Sim (2012) and Raniah Hassen Kabooha (2016) it was concluded that use of visual materials like videos, films and short films contributed to students' overall English language proficiency levels.

5.3. What are the Students' Perceptions on the Integration of Short Films into Their Classes?

The data concerning the students' perceptions on the integration of short films into EFL classes was obtained through six semi-structured interview questions, and the responses to these questions were analysed through critical discourse analysis. CDA demonstrated satisfactorily that the students really benefited the presented short films in improving not only their English reading comprehension skills, but also their global English language skills.

The findings that were previously mentioned indicated that short film integration into EFL classes could be a valuable and effective tool in enhancing

students' English reading comprehension skills. To prove this, Jelisaveta Safranj (2014) conducted an experimental research study with 38 students in Novi Sad in 2013 and tested their listening abilities using a pre-test and a post-test. To finalize her study, she conducted interviews with the students and gathered their positive and negative opinions about the technique she used during the treatment period. The results revealed that using films in language classes acted as a useful way for students to improve their listening ability. It was also found out that most of the students in the study learned a lot of vocabulary, foreign culture knowledge through relaxing and funny activities. These findings were consistent in this study as well. The analysis of the responses to the interview questions revealed that the students utilized the presented short films to improve their listening skills as well as speaking and reading skills.

Another research study by Seher Balbay and Selcan Kilis (2017) on students' perceptions on the use of a YouTube channel specifically designed to teach academic speaking skills also concluded that the use of videos in language classes contributed to students' language proficiency improvement. The results showed that the overwhelming majority of the students benefited from the videos in the channel to improve their listening and speaking skills.

Regarding the use of video as an audio-visual material in EFL classroom, another research was made by Çakır (2006). In his study, he suggested some practical techniques for video implication, such as active viewing, freeze framing and prediction, silent viewing, sound on and vision off activity, role play and dubbing activity. What is same in the current study and Çakır's is that both studies focus on the tendency towards the use of technology in EFL classrooms and suggest alternative models for a more effective use of it.

In addition to the contributions of the short film integration to improve listening, speaking and reading skills, critical discourse analysis demonstrated that the students were very pleased with the short films because they were authentic materials, which provided the real-life use of English. There are many advantages of using authentic materials in EFL classrooms. Peacock (1997) stated that even lower lever students, authentic materials are more motivating rather than the artificial ones. Peacock added that when teachers brought authentic materials to the classroom,

students' enthusiasm, concentration and involvement in the subject increased considerably.

Based on the responses of the students to the second interview question, which was about motivation, it can be concluded that the integration of short films was a motivation source in the EFL classroom. To shed light on the relationship between the short films and high motivation, Cambria and Guthrie's (2010) study is a good example. They stated that belief in yourself is more closely associated with achievement than any other motivation throughout learning because confidence, which means belief in your capacity and abilities, is tied intimately to success. Similarly, in the current study, the students mentioned they performed well when they realized that they were able to understand the plot, catch the details or complete a task successfully.

Besides being an authentic material and a source of motivation, in the context of this research study, short films had an important role on decreasing the proficiency exam anxiety of the students. Some of the students mentioned that they were progressing well in terms of reading and listening comprehension skills when they self-evaluated their improvement, and this decreased their anxieties. This is a significant point to give a place in the discussion part, because unfortunately, many students experience some levels of anxiety before and/or during an exam. Moreover, it becomes a problem if the anxiety levels of the students are too high to affect their performance (Javanbakht & Hadian, 2014).

In their research in Taiwan, Chang and Read (2006), studied "the effects of four types of listening support: previewing the test questions, repetition of the input, providing background knowledge about the topic, and vocabulary instruction" (p. 380). The results of their study revealed that the most effective support type was providing information about the topic. Therefore, it can be concluded that Chang and Read's results have a good point in common with our results. The common ground is that providing background information leads to a higher level of comprehension.

Both the 13 interviewee students' perceptions and the results of Chang and Read's (2006) study suggested how helpful and valuable providing background information was to make a task easier. In connection with this, another researcher studied the effects of advance organizers on attitudes of students towards reading in relationship with gender (Çakıcı, 2007). In her experimental study, Çakıcı found

advance organizers, which aimed to prepare students to the new topic and activate their previous knowledge of the subject, influenced the females' attitudes towards reading statistically significantly. Similarly, the before-watching activities and the short films were used as advance organizers in our study to activate the schemata of the learners and they really worked.

In addition to the advance organizers, collaborative learning is also important to help students with reading comprehension. In their experimental study, Güngör and Ün Açıkgöz (2006), investigated the effects of collaborative learning on the use of reading comprehension strategies and attitudes towards reading. They applied some of the collaborative learning techniques in the experimental group, while using traditional teaching techniques in the control group. The results of the research demonstrated that the students in the experimental group used the reading comprehension skills more often in comparison with the control group. Invariably, the students in our study stated that they were pleased with doing the after-reading tasks all together and liked the collaborative working.

In the current study, critical discourse analysis of the interviews brought out many points related to the advantages of the short film integration in the eyes of the students. One of the positive sides about the short films was their role in developing the students' cultural awareness. As it is stated by Kuang (2007, p.74), "the levels of students' cultural awareness toward the target language (English) have a profound influence on the foreign language teaching (English) practice and performance". According to Kuang, having a secure communication with the native speakers of English does not only depend on linguistic knowledge, and cultural mistakes are not as tolerable as linguistic ones. Also, Diana Boxer (2002), mentioned how sociolinguistic norms differ so radically between Japanese and US English and make cross-cultural communication a real challenge. Therefore, making the students aware of the target culture is highly important for language teachers and in this study, the short films were great tools to accomplish it.

Another positive thing about the short film integration was the fact that it increased the talk time of the students in the classroom. In their responses, they mentioned that they were able to express themselves more easily when watching a short film and doing the preceding and the following tasks. In a similar vein, Pollard

(2015) conducted a study regarding increasing students' awareness and talk time through various free messaging apps and found that technology provides a lot of opportunities to make use of functions that are ideal for subjecting students to communicative interaction on their language learning journey.

As much as offering a chance to speak in the target language more and to express themselves better, the integration of short films helped the students create an awareness of the contribution of reading comprehension to their lives through a variety of activities because for 12 weeks, the students were given carefully-chosen and well-written texts on very different topics from the history of Lego blocks to suitcase packing tips. Similar inferences made in Fernsten's (2008) paper which used CDA to raise awareness of language in its social context and help learners understand and control their own roles in the use of discourse.

All in all, in the analysis process of the qualitative data, van Dijk's (2008) critical discourse analysis framework was employed and the responses of the students to the interview questions were analysed in a holistic way. As is it illustrated by Guy Cook (1989), a holistic approach is an approach which includes all the parts working together. The responses to the questions were examined through inductive discourse pattern (Cheng, 2003) to be able aware of the agreement or disagreement

CHAPTER VI
CONCLUSION AND RECOMMENDATIONS

6.1. Presentation

Chapter six presents the summary of this research study. In this chapter, the quantitative and the qualitative findings are discussed in detail. This chapter also reviews the conclusions drawn from the analyses performed throughout the search. Besides, some possible recommendations for further studies are included as well.

6.2. Summary

In this research study, it was aimed to investigate whether short films have a role in improving English reading comprehension skills of preparatory school students at a state university in Turkey. Also, this study aimed to analyse the students' perceptions regarding the effects of short films which were integrated into the classes for 12 weeks of the spring semester.

This study has employed an experimental research design based on a mixed approach. The sample of the research consisted of 56 students who were homogenously placed in 4 preparatory classes. Their age range was between 17 and 38 and there were 12 males and 44 females. All of the participants in the sample were English Language Teaching (ELT) Department students receiving Compulsory English Preparatory Training in School of Foreign Languages and their proficiency level was intermediate.

In the process of conducting this experimental research, two preparatory classes out of four were chosen as the experimental group and other two were chosen as the control group. The experimental group consisted of 30 students in total and they were subjected to a 12-week treatment while the control group consisted of 26 students in total and had no treatment.

The data was obtained through the utilization of both quantitative and qualitative research methods: pre-test & post-test and semi-structured interviews. The quantitative data collected from the pre-test and the post-test was analysed by SPSS 23.0 statistical analysis program. On the other hand, qualitative data obtained from semi-structured interviews were analysed by means of critical discourse analysis.

The analysed quantitative results revealed that the integration of short films into the classes made a significant difference on the participants' English reading comprehension skills. Also, the analysed qualitative results indicated that the students took advantage of integrated short films in improving their English reading comprehension skills and they were observably fond of the use of short films as a teaching aid in the EFL classroom.

6.3. Conclusion

When students are exposed to a wide range of contexts in which the target language is used authentically and for different purposes, the chance of understanding may increase markedly. As it is noted by Khaniya (2006), authentic materials allow learners to interact with the real language and content instead of the form because learners feel that they are learning the target language in the way it is used out of the classroom borders. Considering the great opportunity that authentic materials provide, short films were chosen as a teaching material within the scope of this experimental research study.

Besides being an authentic material, shorts films are also very quick and productive for teaching of all language skills. As a result of their experimental study carried out on Iranian EFL upper- intermediate learners, researchers Liaghat and Afghary (2015) suggested that short films can be used in both listening and speaking courses as they help all language learners in general and EFL learners more particularly cope with oral communication problems. They added that "short films attracted the learners' attention and encouraged and motivated them to learn" (Liaghat & Afghary, 2015, p. 855). Similarly, in our research study, the students who voluntarily attended to the semi-structured interviews emphasized that the integration of short films in their classes boosted their motivation, increased their participation and extended their concentration time.

Depending on the qualitative data obtained from randomly selected participants in the semi-structured interviews after the treatment period ended, it can be deduced that short films can have positive effects on the EFL learners' reading comprehension skills such as skimming, scanning, understanding the context, comparing and contrasting different opinions and facts, finding the main idea, relating background knowledge, critical thinking, etc.

In the same vein, the results obtained from the analysis of the quantitative data showed that although the pre-test results of the two groups was almost the same in the pre-test (p = .230), the experimental group outperformed the control group in the post-test (p = .000). These findings established that there was a significant difference between the control and the experimental groups in terms of their reading comprehension levels.

Based on the aforementioned and discussed findings so far, as a last word, it is proper to suggest that short films can be a powerful and beneficial tool in teaching language skills, particularly reading comprehension skills. Indeed, in the literature, there were almost no studies focusing on the role of short films as video materials to improve reading comprehension skills, whereas there were many studies searched for the effects of video materials on listening, speaking or pronunciation skills or vocabulary knowledge. Therefore, this current research study can be a good and original model for other researchers who pursue new and unique perspectives in the field of EFL.

6.4. Recommendations for Further Studies

Since the sample of this study was small and limited, it can form a basis for further studies related to short films and reading comprehension skills rather than providing generalizable results. In order to generalize the effects of short films on reading comprehension skills, further research can be carried out in different contexts with more participants at different ages and proficiency levels. Also, integrating short films into EFL classes to teach particular comprehension or communication skills in a step-wise fashion can be investigated in further studies.

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APPENDICES

Appendix I: Reading Test Applied as Pre-Test and Post-test

A test for master's study carried out to measure "**On the Role of Short Films in Enhancing Reading Comprehension Skills: Critical Discourse Analysis of Perceptions of EFL Students**".

Dear Respondent,

You are requested to read and understand before you answer the questions. This reading test consists of <u>five parts</u> and clear instructions are given for each part. The duration of the test is <u>60 minutes</u>.

Thank you for your contribution.

Name- Surname:	**Class:**

PART 1
For questions 1 – 9, read the text below and decide which answer (A, B, C or D) best fits each gap. (2.5x10=25 Pts.)

Hunting for dinosaurs

Marge Baisch was riding on her parents' farm in Montana in the USA when she **(1)** ……. what at first **(2)** .... seemed to be the bone of a cow. In fact, it **(3)** .... out to belong to a dinosaur called a triceratops. About 65 million years ago, dinosaurs regularly **(4)** .... near huge rivers in this part of Montana. Luckily for modern day dinosaur enthusiasts, the **(5)** .... here were perfect for preserving those that died there. However, once prehistoric bones are **(6)** .... to the air, they can become fragile, so it is important to find and preserve them before they disappear into the dust. Since Marge's discovery, her family have found the **(7)** .... of hundreds of dinosaurs, some of which they have **(8)** .... to museums. Many tourists visit the farm in the hope of coming across something unusual. The tourists may not stand much **(9)** .... of discovering an entire skeleton, but they are still very enthusiastic! The Baische family often allow them to keep whatever they find, although some scientists **(10)** .... of this policy.

1. A. noticed   B. thought   C. ignored   D. predicted

2. A. look   B. sight   C. view   D. vision

3. A. sorted   B. worked   C. turned   D. pointed

4. A. combined   B. gathered   C. concentrated   D. united

5. A. conditions   B. situations   C. arrangements   D. settings

6. A. emerged   B. displayed   C. appeared   D. exposed

7. A. ruins   B. records   C. results   D. remains

8. A. contributed   B. donated   C. provided   D. awarded

9. A. possibility   B. opportunity   C. chance   D. potential

10. A. disapprove   B. accuse   C. criticise   D. prohibit

PART 2

For questions 1-9, read the text below. Use the word given in capitals at the end of some of the lines to form a word (can be negative) that fits in the gap in the same line. (2.5x9=22.5 Pts.)

Playing chess

Have you ever played chess? Some say you need to be very (**11**) ………… **SKILL**

to play it well but it is quiet easy to learn. I started learning when I was only six years

old and it helped me develop my powers of (**12**) ……………….. **CONCENTRATE**

If you want to achieve (**13**) ……..………. as a chess player, the main **SUCCEED**

requirement is an ability to analyse a situation (**14**) ………..………. . **EFFECTIVE**

Chess even helped me find various (**15**) ……………. to the mathematical **SOLVE**

problems I was given for homework.

 At first, one of my big problems was not having enough (**16**) …………. **PATIENT**

Learning chess at school taught me the importance of waiting to make the right move!

My teacher was critical of my tendency not to think (**17**) ……..………. **CARE**

before making a new move. I discovered that every single error in chess gets instant

(**18**) ………………., enabling your opponent to take control and putting **PUNISH**

you at a great (**19**) …………………. in the game. **ADVANTAGE**

PART 3

You are going to read a newspaper article in which a former ballet dancer talks about the physical demands of the job. Five sentences have been removed from the article. Choose from the sentences A-F the one which fits each gap (20-24). There is one extra sentence which you do not need to use. (2.5x5=12.5 Pts.)

Good preparation leads to success in ballet dancing

A former classical ballet dancer explains what ballet training actually involves

What we ballet dancers do is instinctive, but instinct learnt through a decade of training. A dancer's life is hard to understand, and easy to misinterpret. Many a poet and novelist has tried to do so, but even they have chosen to interpret all the hard work and physical discipline as obsessive. And so, the idea persists that dancers spend every waking hour in pain, bodies at breaking point, their smiles a pretence.

As a former dancer in the Royal Ballet Company here in Britain, I would beg to question this. **[20] _____** With expert teaching and daily practice, its various demands are easily within the capacity of the healthy human body. Contrary to popular belief, there is no need to break bones or tear muscles to achieve ballet positions. It is simply a question of sufficient conditioning of the muscular system.

Over the course of my dancing life I worked my way through at least 10,000 ballet classes. I took my first at a school of dance at the age of seven and my last 36 years later at the Royal Opera House in London. In the years between, ballet class was the first thing I did every day. It starts at an early age, this daily ritual, because it has to. **[21] _____** But for a ballet dancer in particular, this lengthy period has to come before the effects of adolescence set in, while maximum flexibility can still be achieved.

Those first classes I took were remarkably similar to the last. In fact, taking into account the occasional new idea, ballet classes have changed little since 1820, when the details of ballet technique were first written down, and are easily recognised in any country. Starting with the left hand on the barre, the routine unrolls over some 75 minutes. **[22] _____** Even the leading dancers have to do it.

These classes serve two distinct purposes: they are the we warm our bodies and the mechanism by which we improve basic technique. In class after class, we prove the old saying that 'practice makes perfect'. **[23]** _____ And it is also this daily repetition which enables us to strengthen the muscles required in jumping, spinning or lifting our legs to angles impossible to the average person.

The human body is designed to adapt to the demands we make of it, provided we make them carefully and over time. **[24]** _____ In the same way, all those years of classes add up to a fit-for-purpose dancing machine. This level of physical fluency does not hurt; it feels good.

As technology takes away activity from the lives of many, perhaps the ballet dancer's physicality is ever more difficult for most people to imagine. But they should not be misled: there is a difference between hard work and hardship. Dancers have an everyday familiarity with the first. Hardship it isn't'.

A   Through endless tries at the usual exercises and frequent failures, ballet dancers develop the neural pathways in the brain necessary to control accurate, fast and smooth movement.

B   The ballet shoe offers some support, but the real strength is in the muscles, built up through training.

C   Ballet technique is certainly extreme, but it is not, in itself, dangerous.

D   The principle is identical in the gym- pushing yourself to the limit, but not beyond, will eventually bring the desired result.

E   No one avoids this: it is ballet's great democratiser, the well-established members of the company working alongside the newest recruits.

F   It takes at least a decade of high-quality, regular practice to become an expert in any physical discipline.

PART 4
You are going to read an extract from a novel about a teenager called Scotty Weems. For questions 25-30, choose the answer (A, B, C or D) which you think fits best according to the text. (2.5x6=15 Pts.)

Scotty Weems

It began falling in the morning. I noticed it at the start of second period, biology, but I guess it could have started at the end of first period. There wasn't much to it at first, and it had been snowing a lot that month, so I didn't give it a great deal of thought. It was those small flakes, like grains of sugar. By third period, the flakes had fattened up and got serious, and people were starting to talk about it.

'Think they'll let us out early?' my friend, Pete said as we gathered our stuff and headed for our next class, Spanish. I looked out the window and sized it up. It was really coming down and there were already two or three centimetres on the windowsill. 'Maybe,' I said. 'Is it supposed to be a big one?'
'Supposed to be huge: 'Winter Storm Warning,' 'Where have you been?' he said. 'School, basketball practice, homework, whatever. Excuse me for not watching the weather forecast.' 'Well, if it's as big as all that, they'll probably let us go.'
'I hope you're right, Weems,' he said.

My name is Scotty Weems. I prefer 'Scotty', but most people, even my friends, call me 'Weems'. I guess it's easy to say. Anyway, I'm an athlete, so since I was a little kid, I've heard it shouted every time I've done something right and every time I messed up, too. These days it's on the back of my basketball jersey. I like to think that someday people will be chanting it from the side-lines: 'Weems! Weems! Weems!' Chanting fans make any name sound good.

It was a Tuesday, and before the snow started falling, the main thing on my radar was the start of the basketball season. The first game was supposed to be that night. So, when Pete said, 'Think they'll let us out early?' what I heard was, 'Think they'll cancel the game?' Pete Dubois was one of my best friends, him and Jason Gillispie. The three of us were pretty tight. Pete blended in.

 It was sort of his role. It might sound strange, being known for what you aren't, but Pete wasn't super hip or incredibly smart. He listened to mainstream rock and wore whatever clothes he'd been given by his parents. You needed some kids <u>like that</u>, otherwise all you had were competing groups, all dressed in outfits that amounted to uniforms and trying to play their music louder than yours.

So, for Pete, early dismissal just meant more time at home, playing video games and eating pizza. For me, it meant <u>not collecting the payoff</u> for all those hours of practice I'd put in over the off-season, all those jump-shots I'd taken in the gym and out in the driveway. 'They're going to cancel the game,' I said to Pete. 'That's for sure.' 'Oh, yeah,' said Pete. 'That's bad.'

Pete didn't play basketball, not in a team anyway. Neither did Jason. They were the same friends I'd always had, the neighbourhood kids I'd ridden bikes with when we were nine. I guess it's kind of weird to still have the same friends as when you were a little kid. It's not like you're expected to move on by high school, but you're definitely allowed. And most sporty kids run in packs, you know? But I had only just got onto the first team, so I was still kind of an outsider there anyway. I knew those guys would like me just fine when I became one of the top players, and that was my goal for this season. As for my real friends, Pete and Jason, I didn't have to prove anything to them.

25. How does Scotty say he felt about the snow at first?

    A. It was far too boring to think about.
    B. It was no real cause for concern.
    C. He was shocked by its sudden appearance.
    D. He was relieved it was only falling lightly.

26. What does Scotty say about being called 'Weems'?

    A. It is appropriate for an athlete.
    B. He thinks his supporters will find it memorable.
    C. He has become accustomed to it.
    D. He regards it as an expression of admiration.

27. What does the underlined expression 'like that' refer to?

    A. being an average type of person
    B. being interested in rock music
    C. wearing carefully chosen clothes
    D. hiding your real personality

28. What does the underlined expression 'not collecting the payoff' mean?

    A. failing to take a break from
    B. doubting the result of
    C. getting fed up with
    D. missing out on the rewards of

29. What point is Scotty making when he talks about sporty kids running in packs?

    A. they have a shared natural ability
    B. they grew up together in the same neighbourhood
    C. they have a strong group identity
    D. they are all motivated to achieve

30. What do we learn about Scotty in the final paragraph?

    A. He is embarrassed to be friends with people who aren't sporty.
    B. He lacks confidence in his ability to make new friends.
    C. He feels secure about the friendships he already has.
    D. He values the friendship of the people in his basketball team.

PART 5
You are going to read an article about four young environmentalists. For questions 31 – 40, choose from the four people (A – D). The people may be chosen more than once. (2.5x10=25 Pts.)

Which person

31. is trying to explain how some behaviour has harmful effects?   (___)

32. followed up a talk by offering an opportunity for practical action?   (___)

33. says they were motivated by a desire to share their enthusiasm?   (___)

34. believes that an idea they came up with worked well?   (___)

35. selected something because it was relatively straightforward to deal with?   (___)

36. received public recognition for their environmental contribution?   (___)

37. says the future of the environment depends on a particular group of people? (___)

38. mentions someone whose expert knowledge highlighted a problem?   (___)

39. helped to create a place that reflected their values?   (___)

40. mentions having to gain consent to start on a project?   (___)

Young environmentalists

Four young people talk about their involvement in environmental projects.

A Erica Klek

When I was at primary school, my friend and I got really involved in aluminium can recycling and we also did a project on the greenhouse effect. Later on at high school I helped co-ordinate an environmental event because I wanted to make more people aware of important issues. It's our generation that's going to make or break the environment. Some teenagers don't know they're doing the wrong things, and I want to help them understand. I recently prepared a guide for students interested in organising similar activities in their own schools, which has been distributed to most of the schools in my area. I've also been helping to replant trees after they were destroyed in a hurricane. Unfortunately, we lost a lot, both exotic and native species.

B Lucy Walker

I won a national award for the work I did on a project to build an environmental centre made entirely out of green materials. It's a 100% carbon neutral building, which means that all the building materials were reused or recycled. The centre is somewhere kids can learn how to take care of the environment, but I realised that not everyone would have the opportunity to visit it. I therefore created an online curriculum guide, so kids could also learn about the environment in their schools. I translated it into Spanish as well so that it could be available to more people. All this took two years and I did it because I have a great love for the outdoors and being in the midst of wildlife, I wanted other young people to be able to experience the same passion that I feel.

C Justin Day

While hiking near my home, I noticed a plant I didn't recognise growing along the side of the trail. My sister, a naturalist, told me the plant was an invasive, non-native plant that is toxic to local wildlife. I then discovered that there are a number of different types of non-native plants in my area. Some excrete poisons into the ground, so nothing can grow there for many years. I had to get permission from the local council to remove some of them, but I realised I couldn't do it alone. So I set up an environmental organisation to recruit other teenagers to give me a hand. We all learnt how to properly identify, remove and dispose of the invasive plants. Our focus has mainly been on a plant called Dalmatian Toadflax, which is easier to pull up, so anyone can do it. We also work on replanting areas with native grass and wildflower seeds.

D Josh Benito

After seeing an article in the newspaper about an environmental competition, I felt inspired to do something related to planting trees so I set up a project at my local primary school. I gave a presentation to the kids teaching them about the importance of taking care of the environment and how trees can help. Then, each of the 300 pupils was given two young trees: one to take home and plant in their garden, and one to give to a neighbour or friend. I think the project was an effective way of getting the message across to more people. Attached to each tree was information about helping the environment and the name of the project. This experience has taught me leadership skills and how to organise a large group. I have also learned many things from having to meet and talk with many different individuals.

Appendix II: Semi-Structured Interview Questions

1. Do you think watching short films in English have a beneficial effect on improving your English language skills?
2. Do you agree that watching short films motivates you to learn English?
3. Does the integration of short films in the EFL classroom decrease your anxiety and tension in language learning?
4. Do you think watching short films in the classroom makes reading easier for you?
5. Do you agree that short films can help in improving your reading comprehension skills?
6. Do you think your English instructor should use more short film activities in the classroom to help you improve your reading skills?

Appendix III: A Sample of Interview Transcriptions in Turkish

Görüşme #7

Görüşme Tarihi: 15.04.2019

A: Araştırmacı

Ö: Öğrenci

A: Merhaba, hoş geldin.

Ö: Merhaba. Hoş bulduk.

A: Görüşme talebimi kabul ettiğin için, vakit ayırdığın için çok teşekkür ediyorum öncelikle sana.

Ö: Rica ederim, ne demek.

A: Bu görüşme kapsamında sana altı tane soru soracağım ve senden de bu soruları rahat bir şekilde yanıtlamanı isteyeceğim. Hazırsan başlayabiliriz.

Ö: Hazırım evet.

A: İlk olarak şöyle bir soru geliyor; İngilizce kısa filmler izlemenin İngilizce dil becerilerini geliştirdiğini düşünüyor musun?

Ö: Tabii ki de geliştirdiğini düşünüyorum. Çünkü İngilizce kısa filmler izlerken telaffuz, dinleme yapıyoruz hani sonuçta, o yüzden dinleme becerimi geliştirdiğini düşünüyorum. Ayrıca konuşmama da yardımcı oluyor, çünkü dediğim gibi, kelimelerin telaffuzunu öğreniyoruz. Yani nasıl konuşuluyor, bir "phrase" öğreniyoruz mesela. Onu günlük dilde nasıl kullanacağımı öğreniyorum mesela. Neyi nerede kullanacağımı görüyorum, öğreniyorum.

A: Çok güzel. Peki, kısa filmler izlemek seni İngilizce öğrenme konusunda motive ediyor mu?

Ö: Yani evet, tabii ki de motive ediyor. Çünkü… İzlediğin kısa filme bağlı aslında. Mesela, konusu güzelse, benim ilgim alanımsa mesela, daha çok İngilizceye yöneliyorum yani, İngilizceyi daha çok seviyorum. Beni geliştirdiğini düşünüyorum açıkçası. Motive ediyor yani.

A: Çok güzel, motive ediyor. Aynı zamanda, sonuçta ders kitaplarından farklı bir kaynak.

Ö: Evet, onun için daha çok çekici geliyor.

A: Evet, derslere kısa filmlerin entegre edilmesi, dil öğrenmeye karşı gerginliğini azaltıyor mu?

Ö: Evet, aslında azaltıyor. Çünkü mesela kısa filmlerde, örnek veriyorum, kelime öğreniyoruz, "vocabulary" ve bunların telaffuzunu öğreniyoruz. Bunu mesela günlük kullanımda, yani bir yerde görünce nasıl kullanacağımı ya da telaffuz edeceğimi bilmiyorum. Ancak kısa filmler sayesinde aklıma geliyor yani. O yüzden, o açıdan mesela, gerginliğimi azaltıyor evet.

A: Peki, biliyorsun bir yeterlik sınavı sizi bekliyor. Zaten sürekli de sınavlarınız oluyor. Sınav gerginliğini de azaltıyor mu mesela bu etkinlikler? Bir yandan öğreniyorsun aslında, ama "gerilmeden öğrenebiliyorum ben, sınava da hazırlanıyorum" diyebiliyor musun?

Ö: Yani evet. Mesela, sınav açısından nasıl yararlanılıyor… Aslında dinleme becerisine yardım ediyor. Çünkü hani, dinliyoruz orada. Yeterlik sınavında da zaten dinleme bölümü var. Ayrıca okuma için de ben yardımcı olduğunu düşünüyorum.

A: Tamam, ona birazdan geleceğiz o zaman. Şimdi, kısa film izlemek, okumayı senin için daha kolay bir hale getiriyor mu? Sonuçta farklı, yabancı bir dilde okuma yapıyorsun.

Ö: Yani, mesela ilk önce kısa filmleri izliyoruz. Sonra "background information" geliyor oradan, öğrenmiş oluyoruz yani. Sonra okuyunca da, daha konsantre olabiliyorum, odaklanabiliyorum daha çok okuduğum şeye. Çünkü önceden izlediğim için, bir "background" bilgi almış oluyorum yani hakkında.

A: Çok güzel. Peki, kısa filmler senin okuduğunu anlama becerilerine katkı sağlıyor mu? Bu becerilerinin geliştiğini düşünüyor musun bu filmler sayesinde?

Ö: Evet, yani kısa filmlerin aslında okuma becerilerini de geliştirdiğini düşünüyorum. Çünkü kitabımızda da birçok metin çıkıyor karşımıza, "skimming", "scanning" dediğimiz şeyler, bunlara yararlı oluyor. Nasıl yararlı oluyor…

A: Evet, nasıl yararlı oluyor?

Ö: Sonuçta orada dinliyoruz yani. Mesela, ilk önce izliyoruz, sonra metnin kendisini okuyoruz. Bu sayede, içeriğini, bağlamını çıkarabiliyoruz, ana fikrini yani.

A: Peki, bu tarz etkinliklerin devamının gelmesini istiyor musun?

Ö: Yani evet, tabii ki gelmesini isterim. Çünkü gerçekten çok motive ediyor ve güzel oluyor yani. Bazıları mesela, çok bilgilendirici oluyor, genel kültür katıyor bana. O yüzden, bence çok yararlı bir şey.

A: Peki, sen de İngilizce öğretmeni olacaksın mesela. Bunları derslerinde sen de kullanmak ister misin?

Ö: Evet, isterim tabii ki de.

A: Çok güzel. Benim soracaklarım bu kadar. Senin eklemek istediğin bir şeyler var mı?

Ö: Hayır, yok aslında. Teşekkür ederim.

A: Ben teşekkür ederim katıldığın için.

Appendix IV: A Sample of Interview Transcriptions in English

Interview #7

Interview Date: 15.04.2019

R: Researcher

S: Student

R: Hello, welcome.

S: Hi, thank you.

R: Thank you so much for accepting my interview invitation and sparing time to me.

S: You are welcome.

R: I'm going to ask you six questions in this interview and expect you to answer these questions in a relaxed way. If you are ready, we can start.

S: I'm ready, yes.

R: First, do you think that watching English short films improves your English language skills?

S: Of course, I do. I mean, while watching English short films, we hear pronunciation, it's listening, so, I think it improves our listening skill. Moreover, it helps us improve our speaking skill, too because as I said, we learn pronunciation while watching. We learn how to speak, for example, we learn phrases. We learn how to use these phrases in our daily lives. I, personally, learn what to use in which context.

R: Very nice. What about motivation? Do these short films motivate you to learn English?

S: Well, yes, of course they do. Because… Well, it depends on the short film you watch actually. For example, if it has a nice, attractive topic, if it is my kind of a short film, I like English more and it makes me get directed to English more. I believe this improves me, my skills. It motivates me.

R: Nice. It motivates you. They are also a different source, aren't they?

S: Yes, so they're more attractive.

R: Yes. So, do you think that the integration of short films into classes decreases your anxiety about language learning?

S: Yes, actually, it does. For example, in those short films, we learn some vocabulary and their pronunciation. Normally, I don't know how to pronounce a difficult, unknown word. However, I remember these words from the short films I saw. So, it helps me; and yes, it decreases my anxiety.

R: Alright, you know, there's going to be a proficiency exam soon. Do these short films also help you decrease your test anxiety?

S: Well, yes, they do. We utilize these short films in terms of tests, too. They help us improve our listening skill, because we listen while watching. You know, we have listening part in our proficiency exam. Besides, I believe short films help us improve our reading skill, too.

R: Alright, we'll come there. Now, does watching short films make reading easier for you? You are reading in a target language, you know.

S: Well, first we watch short films. Then, I mean, we acquire background information from there, I mean, we learn. And then, when I read, I can concentrate better, I can focus easier on what I read. This happens because I know some background information about what I read.

R: Very good. Well, do short films contribute to your comprehension skills? Do you think that these skills of yours improve through short films?

S: Yes, I mean, I believe that short films also improve our reading skills. You know, there are things like "skimming" and "scanning" and short films help us improve these skills. Well, how…?

R: Yes, how do they help you?

S: Well, we listen while watching. Like, we watch first and listen, and then read the text itself. So, we can understand the context of the text, we can get the main idea.

R: Nice. Well, would you like these kinds of activities to be kept on in your classes?

S: Yes, of course, I'd love it because they motivate us, really. And they are very nice activities. Some, for example, are very informative; they give me lots of world knowledge. So, they are very useful, I believe.

R: And are you planning to use these activities in your classes when you become a teacher?

S: Yes, of course.

R: Nice. That's all I have to ask. Do you have anything else to add?

S: No, thank you.

R: I thank you for your participation.

Appendix V: Short Film Integration Lesson Plans

SHORT FILM #1
POST-IT

2014 (Short Film, Live Action)

PRE-WATCHING

1. Do you often leave notes? If so, why do you need it?

2. Are you introvert or extrovert? Does it affect your way of communicating?

3. What tools can people make use of to communicate more effectively?

STORYLINE

Elroy, an introvert man, meets an extrovert woman, Clara. She is too curious about what he carries inside his box and after a short conversation, they start to post stickers to the others.

https://www.imdb.com/title/tt3466358/

WHILE-WATCHING

1. What did Clara ask <u>first</u>?

   a) What is your name?
   b) How are you doing?
   c) What is in the box?

2. Which one was one mentioned among the stuff in the box?

   a) Scissors
   b) Picture frames
   c) Paper clips

3. To whom did this box belong to before?

   a) One of Elroy's friends
   b) Elroy's wife
   c) Elroy's mother

4. What did Clara write on the post it that she sticked on the man?

   a) Nice glasses!
   b) Nice shirt!
   c) Nice shoes!

AFTER-WATCHING
Read the text and answer the questions in "after-reading" part.

THE FIVE C'S OF EFFECTIVE COMMUNICATION

Cheryl Keates, 2018

Have you ever been in a meeting and felt like others were dismissing your opinions and input? Or do you feel like you can't get your point across when requesting something in a conversation? One of the main reasons we don't feel respected in the workplace, as in any other setting, is a lack of dynamic communication.

The goal is to master communication and have a clear road map of how to use it to create positive outcomes in the workplace and in every conversation. Communication is key for creating wins for all parties involved, including employees and leaders, as well as team culture, the organization, customer service and ultimately the bottom line. When the focus of a company is on its product, service or customer support instead of solving internal issues, it can increase productivity, profits and employee engagement.

When initiating a conversation, always make sure the time is right and that you have the other person's undivided attention. Here are the five C's of effective communication:

1. Be clear: To communicate effectively, you have to know what you want and take ownership for your own needs. Before communicating your issue, identify it and know what you want and need from the other person.

2. Be concise: Keep your requests direct, simple and to the point. The less wordy, the better. Don't get caught up in the story — focus on getting your point across in the most succinct manner and moving the conversation forward.

3. Provide a compelling request: Once you make a request for change, you're in negotiations. After communicating the issue, provide the person with a suggested solution that you'd be happy with.

4. Be curious: Listen to what the other person needs. Once you make a request, be curious about what the other person's issues and objectives are and what they might need to fulfil your request.

5. Be compassionate: Make an attempt to understand the other person. Listen carefully to their feedback and put your own assumptions aside. When a person feels like they're being heard, they tend to open up more and feel safer and more secure in the conversation, which can lead to a more trusting relationship.

Dynamic communication is one of the most important skills to develop. It's beneficial not only in the workplace but also in virtually every area of your life. It's important to understand that communication is what builds bridges and connects people in a powerful way.

AFTER-READING

Read the text and match the given paraphrases with 5 C's of effective communication.

1. Give your full attention to the person you are communicating with. _____

2. Offer an alternative when you ask for an alteration. _____

3. Be sure of what you say or ask for before opening up a subject. _____

4. Wonder about the details of the situation you are in. _____

5. Cut it short and focus on the important points. _____

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SHORT FILM #2
BEST FRIEND

2018 (Short Film, Animated)

PRE-WATCHING

1. How many friends do you have?
2. Do you prefer having virtual friends?
3. How do you keep in touch with your friends?

STORYLINE

In the near- future, making friends no longer requires any effort or social skills. Instead, everyone has a device called Best Friend, which once implanted guarantees the perfect virtual friend. The story follows Adam, a lonely man addicted to this device, whose blissful, fabricated life may have accidentally come to an end. The 2D animation manages to be unsettling, thought-provoking and utterly entertaining all at once. It's a dark tale of a sad future, but it's not all doom and gloom. There are comic highlights which lift the narrative and broaden its appeal.

Serafima Serafimova

https://www.shortoftheweek.com/2018/11/08/best-friend/

WHILE-WATCHING

1. Adam is turning ...... years old in the film.

    a) 29 **b)** 30 **c)** 31

2. The film shows sections from the year .....

    a) 2012 **b)** 2022 **c)** 2032

3. What does he do to revive the frozen virtual friends?

    a) Flicks **b)** Applauds **c)** Sneezes

4. How much does he pay at the machine to charge his device?

    a) 40 **b)** 50 **c)** 60

5. The device turns ...... colour when it is out of battery or credit.

    a) Red **b)** Yellow **c)** Blue

AFTER-WATCHING
Read the text and answer the questions accordingly.

VIRTUAL VS REAL FRIENDS

Lisa Antano- May 12, 2013

It is the same scenario with most of us. We have hundreds of – some even have 1000 + –on social networking sites but only a handful of 'real' ones. Real friends whom we hang out with, share personal details and spend quality time with. And yet, we keep chatting with our virtual friends on social networking sites on a daily basis, instead of nurturing real friendships.

A recent survey concluded that virtual friends don't count. People are happier and laugh 50% more when talking to a friend face-to-face. Also, people find that the most satisfying relationships are with a handful of close friends, with an 'outer ring' of 10 significant others.

Case in point

Nicole Cyrus, 26, banker, has more than 800 friends on a social networking website. "I have way too many friends on my list, but since I don't open up easily, I have few friends who really understand me. So, it is important for me to interact with those friends and I make it a point to do so. Even if it wouldn't be a face-to-face interaction, I make sure I keep in touch," says she.

For instance, Nicole video chats with her best friend who stays in Australia, at least once every week, if not more. She also keeps in touch with other close friends, via phone. "But yes, I guess face-to-face interaction is way more important than just virtual friendship and relationship," she concludes.

Virtual are no substitute for real ones

Friends on social networking sites cannot be a substitute for real friends, says psychologist Mansi Hasan, adding, "Social networking sites are the easiest way to keep in touch with those countless people, who we wouldn't be able to keep in touch with due to our busy lives. However, the 'emotional touch' cannot be easily replaced by internet chats, comments and posts."

Hasan says research does suggest that non-verbal and verbal cues both contribute towards creating a connection between two people. The real connection only clicks when we are able to experience that friendship in person, otherwise it's like experiencing a vacation through a virtual tour.

No face-to-face talks on social networking sites

Clinical psychologist Johann Thomas also agrees that friends on social networking sites cannot be a substitute for real friends. The reason is no amount of virtual friendships will ever prepare us for direct interaction with others. "It is also possible that most people who are comfortable making friends virtually do so because it gives them an option of avoiding face-to-face (FTF) contact with others. They are worried about negative conclusions being drawn about them in a FTF meeting where they will not be able to hide their drawbacks (awkward mannerisms, speech deficits, language difficulty, etc.). Typing online also gives people time to respond, which is a luxury we don't have in FTF communications. This lack of time also reveals our lack of wit and poise in FTF (which we do not want to be known)," he explains.

Face-to-face interactions are more satisfying

According to the study, people are happier and laugh 50% more when talking face-to-face with friends or via webcam than when using social networking sites. Thomas explains, "The reason could be that human brain reads subliminal cues while interacting face-to-face, which go beyond the individual reading of gestures, facial expressions and words. This integration helps us to better understand what the others are saying or hiding."

Talking on phone/ texting vs sharing a smile

The study also said that talking on the phone and texting does not make people feel as good as sharing a smile. "One reason for this is that the majority of processing is done by our vision and we are heavily dependent on sight. Due to this, we have to rely on seeing the genuineness of others' affect (outward expression of internal emotion)," says Thomas.

AFTER-READING
Match the people with the statements.

Which person

1. says that we can easily contact to numerous people via social media?

   _____

2. has almost 1000 virtual friends?

   _____

3. cares about being in contact?

   _____

4. disagrees that real friends can be replaced by virtual ones?

   _____

5. thinks that some people are nervous about possible unfavourable deductions about them?

   _____

6. likens virtual friendship to something else?

   _____

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SHORT FILM #3
BLIND VAYSHA

2016 (Short Film, Animated)
Academy Awards Nominee

PRE-WATCHING

1. Which one do you wonder more: past or future?

2. Are you happy with living in 'present'?

3. Why do some people get stuck in past?

4. Do you know such a person who is obsessed with the past or afraid of the future?

STORYLINE

A tragic tale of a young girl doomed to a life of torment, Theodore Ushev's Blind Vaysha is a captivating and provocative animated short, a warning of sorts that our yearning for the comfort of the "good old days," coupled with our anxiety and fear of a future unknown, blinds us to the importance of embracing the goodness of the here and now. It tells the story of Vaysha, who from birth, can only hear, but not witness the present – her one eye only sees the past, while her other eye only sees the future. Forever she remains trapped between these two irreconcilable visions, never able to experience first-hand the reality, and beauty, of her present world.

Dan Sarto <Publisher and Editor-at-Large of Animation World Network>

WHILE-WATCHING

1. The girl, Vaysha, was born with one ……….. eye and one ……… eye.

2. Her left eye sees only the ……….. while her right eye sees only the ………… .

3. Did she get married?   Yes / No

4. Everyone was convinced that Vaysha's eyes were the result of ……………. .

   a) an illness   **b)** black magic   **c)** genetic disorder

5. Who tried to restore her vision?

   a) Doctors   **b)** Her parents   **c)** Old medicine women

AFTER-WATCHING
Read the text and complete the exercise accordingly.

HOW OUR MINDS CONSTRUCT THE PAST, PRESENT AND FUTURE DEPENDS ON OUR RELATIONSHIP WITH TIME

Sarah Duffy, 2018

New Year has arrived, or have we arrived at New Year? While both statements convey the same idea, they are viewed from two different perspectives on time.

On the one hand, we may think of events as things that are on the move, heading towards us. "Holidays are coming" is a classic example of the "moving time" perspective. Time is seen as an unstoppable train, hurtling towards us from the future and into the past.

On the other hand, we might imagine ourselves as being on the move through time, as in: "We've arrived at the moment of truth" – the "moving ego" perspective. Here, time is seen as a path for us to move along, into the future.

While these perspectives differ, they both see the past lying behind us, the present as the place where we are, and the future as ahead of us. But does our perspective on time simply boil down to a matter of preference or are other factors also at play?

Forwards or backwards?

Although many languages across the globe picture the future as in front of us and the past as behind us, there are notable exceptions. The Yupno community of Papua New Guinea, for instance, point downhill towards the mouth of the river when talking about the past, and up the mountain to the source of the river when discussing the future. An expression like "a few years ago" (omoropmo bilak) roughly translates as "down there other side year".

In other languages, people's perspectives on time differ radically from the way they speak about time. That is, there are "disassociations" between the two. A case in point is Darija – a Moroccan dialect of modern Arabic – where both the future and the past can be seen as something that lies ahead of us.

In one study, speakers of Darija completed a number of time related tasks, such as matching objects to boxes representing the future and the past. Here, individuals were more likely to position the future as behind the speaker and the past as in front of them – opposite to the arrangement found in the Arabic language.

One suggested reason for this is that compared to many Europeans and Americans, Moroccans tend to be more past focused. They place more value on tradition, as well as more importance on older generations. In this way, people who focus on the past devote more attention to it – as though past events were objects that they could see with their eyes.

Temporal milestones

Temporal milestones, such as landmark birthdays, the changing seasons, as well as new beginnings can affect people's mindsets – particularly their perspectives on time. For many, New Year provides an opportunity to start afresh, to reset the clock, or to make resolutions for the future. Google searches for gym visits, as well as commitments to pursue goals – such as learning something new or helping others – all increase at the start of the year.

For better, for worse

Another culprit that affects people's perspectives on time is how they feel about an event in question. When asked to imagine a negative event in the future, like an examination, people are more likely to think of it as approaching them. By contrast, positive events in the future, like weddings, are seen as things that we actively move towards.

All in all, this paints a quite a complex picture of time. Differences in perspectives emerge on every level, from language and culture, to temporal milestones and personal attitudes.

So, whether you've arrived at New Year or New Year has arrived, whether it's in front of you or behind, whether you doffed your hat to it quietly from the comforts of your own home or from a crowded room – whatever your view, one thing's for sure, it happens regardless.

AFTER-READING
Look at the questions and choose the best answers.

1. Which one of these statements about Moroccans cannot be inferred from the text?

   a) They have a different perspective on time.

   b) They give more importance to their plans and dreams.

   c) They respect the elderly in their families and societies.

   d) They try to protect and carry on their tradition.

2. Which one of these cannot be an example for the things that people do in special times such as New Year or birthdays?

   a) Going on a diet

   b) Starting the gym

   c) Moving into a new house

   d) Getting up late

3. Which one of these statements cannot be inferred from the text?

   a) Language and culture affect people perspectives on time.

   b) Personal attitudes do not change people's perceptions towards time.

   c) Europeans and Americans are more future focused.

   d) Some studies have been carried out to investigate people's perspectives on time.

4. Please write an alternative title which is suitable for this text.

   _____

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Ushev, T. (Director). (2016). *Blind Vaysha* [Short Film].

SHORT FILM #4
THE LEGO STORY

2012 (Short Film, Animated)
Gold Award for animation at the Cannes Media and Television Awards

PRE-WATCHING

1. What was your favourite toy when you were a child?

2. Do you still like playing with toys?

3. Would you rather play online games or play with real toys?

STORYLINE

The short film is first set in Denmark and explores the origin and history of Lego through the experiences of the Kirk Kristiansen family. This includes Ole Kirk Christiansen, Godtfred Kirk Christiansen and Kjeld Kirk Kristiansen. They all took significant roles in changing and shaping the Danish Lego company to be what it is today. The short film conveys the significance of family, inspiring and supporting one another during tribulations and adversity.

https://en.wikipedia.org/wiki/The_LEGO_Story_(film)

WHILE-WATCHING

1. Ole Kirk is a/an ....

    a) tailor   **b)** carpenter   **c)** weaver

2. Who helps him with his business?

    a) his wife   **b)** his parents   **c)** his son

3. What does he produce with the wood after his business ruined?

    a) wooden toys   **b)** window frames   **c)** skateboards

4. The film tells Lego story between the years ...?

    a) 1940-1965   **b)** 1930-1970   **c)** 1932-1968

AFTER-WATCHING
Read the text and answer "after-reading" questions accordingly.

HOW LEGOS AND BLOCKS HELP MAKE YOUR CHILD SMARTER

Maria Blackburn, 2016

Those Lego bricks and wooden blocks littering your floor aren't just pain-inducing clutter. These favourite toys help your kid achieve in school and beyond.

"When kids are building with blocks and Legos, they're using spatial reasoning skills," says Amy Shelton, a cognitive psychologist and director of research at the Johns Hopkins Center for Talented Youth. "These skills not only have a relationship to academics, but to the fields you might gravitate to, and where you're going to excel."

Shelton and her colleagues have several block play studies underway in the CTY Research Lab. In one, young children are given a Lego structure and asked to build a similar structure. Using electronic devices, investigators track the movement of Lego bricks as they observe how the children build. So far, they've discovered that kids with lots of block experience—so-called "master builders"—were deliberate in their movements and generally built structures from the bottom up.

Now Shelton, who has a young son and has stepped on a Lego or to herself, is working to quantify how these master builders create so she can develop a language of block building and determine how these building skills can be learned through training. Then she'll connect these spatial skills to the children's academic profile, cognitive skills, and school performance to see if there are any correlations.

She's certain that spatial skills learned through block play could soon be recognized as a factor in training tomorrow's scientists, mathematicians, tech professionals, and engineers."If you want to build future STEM enthusiasts, you need to start with fundamental skills and they need to come early," Shelton says. "Something as simple as making sure kids have exposure to block play would set them up for a future where they can build the right kinds of skills for whatever field they want to go into, and they won't be restricted because of their lack of early experience."

AFTER-READING

Read the statements and decide if they are true (T), false (F) or not mentioned (NM) in the text.

1. Lego toys contribute to kids' school success a lot.   ____

2. Lego toys are not affordable for many households.   ____

3. Spatial reasoning skills are just connected to certain fields.   ____

4. Master builders built the structures incidentally.   ____

5. The children playing Lego toys and bricks can learn languages easily.   ____

6. Shelton tries to figure out the system of block building.   ____

7. Legos or blocks are just good for kids' entertainment.   ____

8. These toys are made out of sustainable and unharmful materials.   ____

References

Blackburn, M. (2018, December 6). *HUB*. www.hub.jhu.edu: Retrieved from https://hub.jhu.edu/2016/03/07/lego-blocks-build-better-thinkers/

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SHORT FILM #5
DOTTY

2012 (Short Film, Live Action)

PRE-WATCHING

1. What is technology for you?

2. Do you use technology a lot?
3. Do you think you have difficulty to keep pace with technology?

STORYLINE

The film, which takes a poignant look at how the rapid advancement of technology has, in many ways, left older generations behind, is an honest and touching representation of the evolution of communication.

The plot of the movie is simple and familiar enough — an old woman in a nursing home is trying to send a text message to her daughter and is hindered by seemingly simple roadblocks. How does she unlock her phone? How does she navigate her way to her text messages? How does she compose and send a text? And perhaps most heart-rendering, what is her daughter's name?

https://www.digitaltrends.com/web/youll-want-to-text-your-mom-after-you-watch-dotty-the-short-film-thats-winning-film-festival-hearts/

WHILE-WATCHING

1. What is the old woman's full name?
   a) Dorothy Petersen   **b)** Dotty Peterson   **c)** Dorothy Peter

2. Where does the story take place?
   a) in a hospital   **b)** in a mental ward   **c)** in a nursing home

3. What does the old woman try to do first to unlock the phone?
   a) shakes the phone   **b)** looks for a keyhole   **c)** throws the phone

4. Who is the person that she would like to send a message to?
   a) her daughter   **b)** her husband   **c)** her sister

AFTER-WATCHING
Read the text and then do the "after-reading" exercise.

FROM GEN X TO Y AND Z: TECHNOLOGY AND THE GENERATION GAP

Suren Ramasubbu, 2017

The elusive "generation gap" is construed as being widest when one of the two generations is the adolescent. While the gap exists in almost all facets of social and personal domains, never is it more evident than in the field of technology, where one of the generations is a digital native and the other, an immigrant or even an alien, depending upon the stage of the continuum of adulthood.

The use of gadgets itself is markedly influenced by age, **as shown** in Pew Research Centre's Internet & American Life Project that studied how different generations use technology.

% of American adults in each generation who own each device

	Millennials (Ages 18-34)	Gen X (35-46)	Younger Boomers (47-56)	Older Boomers (57-65)	Silent Gen. (66-74)	G.I. Gen. (75+)	All adults (18+)
Cell phone	95	92	86	84	68	48	85
Desktop computer	57	69	65	64	48	28	59
Laptop computer	70	61	49	43	30	10	52
iPod/MP3 player	74	56	42	26	16	3	47
Game console	63	63	38	19	8	3	42
e-Book reader	5	5	7	3	6	2	5
Tablet, like iPad	5	5	4	3	1	1	4
None of these	1	3	8	8	20	43	9

Source: Pew Research Center's Internet & American Life Project, August 9-September 13, 2010 Tracking Survey. N=3,001 adults 18 and older, including 1,000 reached via cell phone. Interviews were conducted in English (n=2,804) and Spanish (n=197).

Although cell phones are now the predominant form of interpersonal communication, the way they are used significantly varies between generations. Youngsters use their phones for a variety of activities such as taking photos, texting, going online, instant messaging, emailing, playing games, listening to music, and even recording and watching videos while adults progressively according to their age progression, restrict the use of these devices to fewer and fewer activities. Interestingly, Pew Research found that the one cell phone activity that transcends age is taking photos, with adults just as likely to click photos on the cell phone cameras as the young. However, the type of photos taken differs, with adolescents clicking more selfies than adults.

The Internet seems to be a good leveller of digital use, at least within the US. While fewer than 60% of senior citizens (ages >65) are conversant with and use the Internet in 2014, the percentages are comparable for all other age groups; 92% for

teens, 97% for young adults (18-29 years), 94% for the mid-lifers (30-49%) and 88% for older adults (50-64%). How the internet is used also varies among age groups. While teenagers and young adults under age 30 use the Internet to find information, socialize, play, shop and perhaps conduct business, older users visit government websites or seek financial information online. However, this gap is narrowing, according to Pew Research, and activities such as emails and search engines being increasingly used by all age groups that are online.

Social media is another area where there is an age difference. While the percentage of adults who use social media (72%) is not that different from the youngsters in it (81%), there is a difference in the type of social media applications that is favoured. Youngsters (teens and young adults) seem more prevalent in social media applications such as Facebook and Twitter while adults dominate Tumblr, Instagram and Pinterest. Adults are largely passive or semi-active users of social media as seen in that adults typically add contacts only on request while adolescents actively seek new friendships.

The type of material people post on social media sites differs as well. A surprising observation has been that teens post fewer photos on social media sites (like Instagram, for instance) than adults. Teens also post more selfies than adults, which is directly related to the fact that they click more selfies than adults. Teens also appear to post material that depict "mood/emotion" and "follow/like" topics, which are geared towards attracting more followers. Adults however, post under topics that included "arts/photos/design," "locations," "nature" and "social/people."

As for gaming, the following graph shows an unexpected trend where older adults game more than young adults (teens not included). This is probably not shocking in that older adults tend to be retired, and hence have more time to spend on activities such as gaming.

All in all, it can be argued that the comfort level that the younger generation has with technology is manifesting itself in them helping find newer ways to improve productivity and efficiency of our lives. What this bodes for the future of human-kind can only be speculated at this point, but it certainly portends to be an unprecedented chapter in the history of civilization.

AFTER-WATCHING
These sentences are not correct. Find the mistakes and correct them based on the fact given the text.

1. The use of gadgets is not affected by age.

_____

2. Both adults and adolescents use the cell phones in the same way.

_____

3. Adults have a multi-purpose use of cell phones without limits.

_____

4. Both adults and adolescents take same number of selfies.

_____

5. The Internet is used in the same way among age groups.

_____

6. Youngsters use Facebook and Twitter less commonly.

_____

7. Teens post more photos on the social media.

_____

References

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Ramasubbu, S. (2018, December 10). *Huffpost*. www.huffpost.com: Retrieved from
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SHORT FILM #6
FEAR OF FLYING

2012 (Short Film, Animated)

PRE-WATCHING

1. What are the most common fears?

2. What were you afraid of when you were a child?

3. What is the best way to overcome a fear?

STORYLINE

This is the story of a bird called Dougal who has a secret fear of flying. Like others he lives in a bird box high in a tree, but his is the only one with a long ladder leading to the ground. When all the birds fly south for the winter, Dougal stocks up with supplies to stick it out, although a series of events force him to confront his fear, well, or at least confront the idea of having to confront his fear.

https://www.imdb.com/title/tt2586004/

WHILE-WATCHING

1. What are the names of two birds sitting on the branch?
   a) Lucy & Danny
   b) Susie & Dick
   c) Lucy & Dick

2. Besides the food what did Dougal get from the market?

   a) A plant   **b)** A mug   **c)** A vase

3. What did he see on TV?
   a) The birds in the sunny south
   b) The birds playing snowball
   c) The birds heading to south

4. How did he find his way to the south?

   a) By intuition   **b)** With a compass   **c)** With a map

AFTER-WATCHING
Read the text and complete the exercise in "after-reading" part.

OVERCOMING FEAR AND ACHIEVING YOUR GOALS STARTS WITH ONE SIMPLE STEP

Rosie Guagliardo, 2018

Negative self-talk and general fears can quickly take over and leave us feeling paralyzed from moving forward in life. Letting fear run our lives can have an even more significant and long-term impact. We might give up on one of our dreams because we won't even consider that it is possible to achieve. It's easy to forget just how capable we are and that we can leverage techniques to move us toward our desires.

The simplest way to overcome our fears is by taking one small step or action. In fact, we can awaken so many possibilities in our lives just by stepping out of our comfort zone. Doing so on a regular basis primes our minds to do it in various situations. At first, we can practice in low-stakes situations, so our minds can feel more comfortable taking chances with higher-stakes opportunities.

Take my recent ski experience as an example. After 20 years of never hitting the slopes once, I decided to give it a shot again. The experience was definitely a bit nerve-wracking at first, but ultimately, it turned out to be educational and electrifying. It was also effective in taking me to new heights in an unexpected way. Here's what I learned — or is that re-learned?

_____

A Meet yourself where you are. Accept that you might be afraid to do something and take one small step to start. In my case, I took a beginner's ski lesson and quickly realized that I remembered more than I thought I would. Muscle memory is an amazing thing.

_____

B Appreciate the daily things you can do (e.g., sleep, nutrition, exercise, etc.) that maintain your well-being. They provide a foundation of strength and energy that allow you to do anything. These things are what allowed me to stay vertical throughout my recent ski day.

_____

C In my case, I pictured myself gliding down the slopes. This relaxed my mind and allowed my body to do what it knows to do.

_____

D   Let go of that old story that tells you that you can't do something. I let go of telling myself that I'm not athletic. Instead, as I glided down the slope, I said to myself, "I am a skier."

_____

E   It's great to have a tribe encouraging you and sharing helpful tips along the way. I felt calm and supported to have my friends around me helping me out and telling me what I did well.

_____

F   When I started to feel fear or negative thoughts creep in, I'd flip those thoughts and ask, "What if I could do it?" This simple re-frame shifted my mindset and made my time on the slope feel like a fun game versus something I might not be able to handle.

So, what is one small step you can take to get out of your comfort zone?

AFTER-READING
Choose best heading for the paragraphs given with a letter.

1. Accept yourself   ____

2. Allow yourself to identify with new possibilities   ____

3. Ask "what if?"   ____

4. Honour daily fundamentals   ____

5. Visualize yourself succeeding   ____

6. Surround yourself with a supportive community   ____

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fear-and-achieving-your-goals-starts-with-one-simple-step/#5e8f0035303d

SHORT FILM #7
VALIDATION

2007 (Short Film, Live Action)
Cleveland International Film Festival Winner

PRE-WATCHING

1. Do you often smile in your daily life or are you serious more?

2. What do you think about people who spread positive energy around?

3. How is smiling at someone you do not know responded in your local/national culture?

STORYLINE

The film starts out with a depressed driver walking to the validation stand with his ticket, as he arrived Hugh Newman begins to complement the driver and ends up making him smile. Soon everyone from George Bush to Saddam Hussein is smiling because of Hugh Newman's ability to make people smile. However, when Hugh goes to the DMV to get his driver's license renewed, he runs into Victoria who simply won't smile. This sets Hugh off on a quest to get Victoria to smile and this short follows the adventure that eventually changes Hugh and Victoria.

http://shortfilmsblog.blogspot.com/2011/09/validation.html

WHILE-WATCHING

1. What does the man do?

    a) He is a validator.   **b)** He is a driver.   **c)** He is the owner of a car park.

2. What is unusual about him at the beginning of the film?
    a) He does not know his job.
    b) He works for free.
    c) He has very positive manners for customers.

3. What is the 'only' word used by Victoria when she is at work?
    a) Alright!   **b)** Next!   **c)** Smile!

4. Does Victoria change her firm attitude?
    Yes / No

AFTER-WATCHING
Read the text and do the exercise in "after-reading" part.

THE CROSS-CULTURAL IMPLICATIONS OF SMILING

Charlene Solomon, 2017

What does your smile mean?

Different cultures value and interpret smiling in different ways. For example, in Russia, people do not smile because it implies that you are at best foolish or at worst, sneaky and manipulative. Even in candid family photos, adults appear with stony, scowling faces. Hispanic cultures are also typically nonsmiling, preferring a proud and elegant facial appearance. In countries like India and Argentina, smiling is associated with dishonesty.

In Japan, smiling is a way to show respect or to hide what you're actually feeling. Although, in Japanese culture, non-verbal expressions use the eyes more than the mouth. This makes it easier for the Japanese to determine if a smile is genuine or fake. The obicularis occuli muscle is a facial muscle that circles the eye socket. It's the muscle that causes your eyes to crinkle when you smile. However, this muscle is almost entirely controlled by involuntary impulses and it is nearly impossible to 'fake' a smile by contracting this muscle.

Australians and Canadians have smiling cultures. While they might not have the same reputation for giant white smiles as Americans, they smile more than our peers in Russia, Japan, China, Switzerland, and the UK and typically smile to show that they are happy or content.

In America, we smile to show a pleasant face to the people around us, to express happiness, gratitude, and even when we're nervous. It's our default facial expression, at least when other people are watching.

What makes some cultures more smiley than others?

So, if countries like the United States, Canada, and Australia have smiling cultures and countries like China, Russia, and Japan do not, what does that tell us?

According to research quoted in the Atlantic and other publications, countries that were built and populated with many different cultures coming together smile more often and more enthusiastically than more homogenous nations. When immigrants from many different cultures and languages come together, they often have to rely on nonverbal communication cues to make connections with their neighbours. So, while Germans don't smile at strangers, 150 years ago when a German family immigrated to the United States and shared a neighbourhood with families from Poland, Ireland, and Italy, everyone had to learn to get a long together, despite their language differences and smiling played an important role.

For the purposes of getting along with others, Americans also tend to smile to reflect the preferred feelings of the people around them. We associate smiling with happiness and we all want to be happy. The pursuit of happiness is written into our constitution. As a result, we often smile brightly to show the people around us that we are happy, like them, and getting on with our lives successfully. It's like a beacon to our peers: "Look, we're just like you."

There are of course other factors that contribute to how smiley a culture appears. Historically unstable cultures or those where government corruption is rampant are significantly less smiley. Russians think that people who smile are foolish because there is not guarantee for the security of the future. While Argentinians and Indians think that if you are smiling, you are hiding something or trying to swindle them.

AFTER-READING

Read the statements and decide whether they are true (T) of false (F).

1. In countries like Russia, Indian and Argentina, smiling is associated with negative characteristics. _____

2. Japanese are good at distinguishing a real smile from a fake one. _____

3. Canadians are famous for their big smiles like Americans. _____

4. Americans have a smiley face even when they are nervous. _____

5. Homogeneous countries smile as much as multi-national countries. _____

6. When people share the same neighbourhood with other people from different counties, the atmosphere becomes more positive. _____

References

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PRE-WATCHING

1. Do you pack your stuff on your own?

2. Who taught you how to pack?

3. Are you good at packing?

STORYLINE

Negative Space tells the bittersweet story of a relationship between a father and his son, Sam. Always leaving on business trips, the father connects with Sam by teaching him how to pack a suitcase efficiently.

http://ikkifilms.com/archives/portfolio/negative-space

WHILE-WATCHING

1. Who taught him packing?
   a) His mother
   b) His father
   c) His sister

2. How does the belt surround the case?
   a) Like a snake
   b) Like a circle
   c) Like a snail

3. What was the father's message?
   a) Perfect!
   b) Wonderful!
   c) Amazing!

4. What did he think in the last scene?
   a) Oh, my dear father!
   b) What a beautiful coffin!
   c) Look at all that wasted space!

AFTER-WATCHING
Read the text and answer the questions in "after-reading" part.

MARIE KONDO'S SUITCASE-PACKING MASTERCLASS

Marie Kondo, 2018
What to look for when you buy a suitcase

Durability and usability are key for me, but as well as the functionality of a case, I will also see what I look like in the mirror carrying it. That's just as important as anything else. If you have a suitcase that you never use or that gives you a negative feeling, I donate it to someone else. Thank the suitcase before you discard it, just as you should any other belonging you part with. You may say something along the lines of, "Thank you for letting me travel comfortably until now." By expressing gratitude for the role that it played in your life, you will not only reduce the guilt of letting the item go, but you will also develop greater appreciation for the items that you choose to keep. Taking care of your belongings leads to keeping your house in order.

Think before you pack

Check the weather and itinerary for your trip and make sure you only plan to take belongings and clothing that will fit those needs. I make a written list of the things I need to pack before I start. If your head is clear and you know what you need, packing proceeds more smoothly. If you are going on holiday, you may want to envision your destination and use packing as a way to build anticipation for your trip. For a business trip, imagine the great work that you will accomplish and the trip going well.

Don't pack cosmetic samples – unless you really use them

I've noticed that women often store stocks of cosmetic samples, thinking that they will one day use them on a trip. In reality, they often don't use the products at all (although, in my experience, Japanese people do tend to use products decanted into travel-sized containers more than other nationalities). By transferring items that you use on a daily basis into small reusable containers, you can significantly reduce the amount of space those products take up in your luggage. Since hair and skin products are very personal and react differently for each individual, I recommend that you bring your own face wash and any other products that spark joy for you. Pack toiletries in a

waterproof pouch to prevent items from leaking into the rest of your luggage. Once an individual tidies using only my KonMari Method, he or she will be able to judge what they need in their lives. This will enable them to pack less.

Pack small items in pouches

Using bags and pouches prevents, for example, dirt on the soles of your shoes from coming into contact with your other belongings. More than that, it's also an efficient way to categorise and pack plenty of other small items. It's best to roll men's ties like a sushi roll and put them in a perfectly sized pouch to retain the shape. You can store jewellery in pouches that allow you to sort by type: earrings, necklaces, rings, and so on. This prevents jewellery getting tangled and makes getting ready easy when you arrive. As for tights, I recommend tightly folding them and lining them up standing upright – this is also the best way to store them at home.

Leave as much as 50 per cent of your case empty

Depending on the purpose of your trip, I suggest leaving anywhere from ten-50 per cent of your suitcase empty. If you tightly fold the clothes and store them standing upright in your suitcase, you can easily rearrange your clothing to accommodate more things.

When deciding on which souvenirs to purchase, consider whether or not they spark joy when you touch them and if you believe that they will continue to spark joy in your life after you bring them home. After you have completely tidied up using the KonMari Method, your judgment will improve. You'll choose souvenirs that spark joy more easily and find yourself saving more money.

Say thank you

When I come home from a trip I wipe the surface of my suitcase and unload everything with gratitude for the joy that they brought me on my trip. As I close the suitcase, I think to myself, "I look forward to using you during my next trip." As a result, I feel happier the next time I travel with that suitcase.

AFTER-READING
Read the statements given below and decide which suggestion they relate to.

1. Put personal care products in waterproof bags.

_____

2. Do not fill your bag to overflowing.

_____

3. Clean the outer surface of your bag

_____

4. Do not buy things which will not make you happy later

_____

5. Put your jewellery in small to prevent them getting twined.

_____

6. Make a plan and organize the things you need to pack

_____

7. Use small pockets to pack same kind of small things.

_____

8. Buy a long-wearing suitcase which will have positive felling to

_____

9. Make a nice short speech to express your gratitude

_____

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SHORT FILM #9
ALTERNATIVE MATH

2017 (Short Film, Live Action)
Multi Film Festivals Awards Winner

PRE-WATCHING

1. Were you good at math in elementary school?

2. How did your elementary school math teacher teach you addition?

3. Do you find math confusing or complicated?

STORYLINE

Alternative Math, a short film from the minds of David Maddox and Malcolm Morrison, tells the story of an elementary school math teacher who is challenged by parents, the principal, and even the mayor, when she tells a student that "2+2=4".

Matkai Burmaster

https://yeahflix.com/short-of-the-week-alternative-math/

WHILE-WATCHING

1. What is the first reaction of Danny when the teacher explains his mistake?
   a) Oh, sorry!
   b) That's stupid!
   c) I hate math!

2. What does the teacher use to exemplify the addition?
   Board markers   Balls   Books

3. What does Danny mother to the teacher at the end of argument?
   a) Slaps in the face
   b) Shakes hands
   c) Kisses on the cheeks

4. What the parent are suing for to Mrs. Wells?
   a) Stealing from a minor
   b) Emotional distress to a minor
   c) Physical violence to a minor

AFTER-WATCHING
Read the text and answer the questions in "after-reading" part.

WHAT USE IS MATHS IN EVERYDAY LIFE?

What do going out for dinner, choosing a shampoo, or planning a holiday all have in common? You've guessed it: maths. Numerical and logical thinking play a part in each of these everyday activities, and in many others. A good understanding of maths in everyday life is essential for making sense of all the numbers and problems life throws at us.
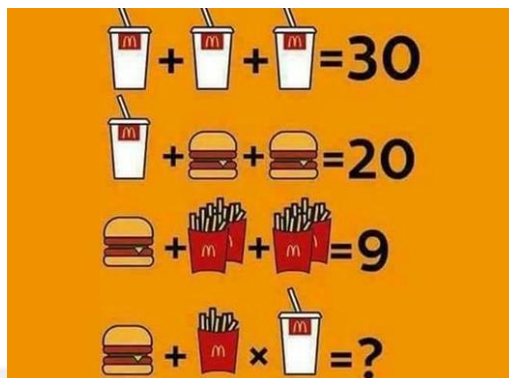
Maths on the menu

It's your birthday and you've decided to go out for a meal with some friends. While you won't be having fried formulas or a side-order of statistics, maths is involved at every stage.

Looking down at the menu, you eye up the prices. The restaurant owner has worked out how much she needs to charge for her food by creating a business model detailing the cost of raw ingredients, staff wages and so on. She also has to calculate how these costs might change in the future and how many customers she expects. Many restaurants fail within their first year because of poor mathematical planning.

Thankfully this one is still open for business, so you place your order and the chef gets to work. You'd better hope he has a good grasp of maths, because understanding measurement, ratio, and proportion can be the difference between something delicious and something that ends up in the dustbin.

Turns out you're in luck, and the food is excellent. You just about make room for dessert and it's time to split the bill. Who had the pizza? Did you have one drink, or two? Did the waiter add everything up correctly? Being able to perform quick mental calculations will get it sorted in no time – and percentages help with leaving a tip!

AFTER-READING

Read the statements and decide to whom they are related- customer (you), restaurant owner, failed restaurant owner or chef.

Which person

1. performs quick mental calculations to leave a tip?

_____

2. should have a good understanding of measurement, ratio, and proportion?

_____

3. failed mathematical planning?

_____

4. has worked out how much is needed to price the food?

_____

5. looks at the prices at the menu?

_____

6. calculates the cost of raw ingredients and staff wages?

_____

References

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SHORT FILM #10
ONE-MINUTE TIME MACHINE

2014 (Short Film, Live Action)
Multi Film Festivals Award Winner

PRE-WATCHING

1. What is a time machine?

2. Would you like to travel in time? Where would you like to go?

3. Do you think time travelling is possible or will be possible in near future?

STORYLINE

In this short film, a man meets a woman on a park bench. He wants to win her heart but fails to impress her. Fortunately, he's got unlimited do-overs. There are consequences, though.

https://theawesomer.com/one-minute-time-machine/327780/

WHILE-WATCHING

1. What does the woman ask first?

   a) What's that?
   b) How do you do?
   c) Who are you?

2. What is his first do-over?

   a) Changing his clothing
   b) Deleting the machine's name
   c) Changing the tone of his voice

3. What does he change his name to?

   a) Jacob
   b) Jacques
   c) James

4. What field does she have a doctorate in?

   a) Quantum Mechanics
   b) Molecular Biology
   c) Biochemistry

AFTER-WATCHING
Read the text and answer the questions in "after-reading" part.

TIME TRAVEL

Bob Owen, 2014

We've all seen movies and TV shows where the characters have travelled through time or used a time machine. These are usually science fiction movies, but some scientists say time travel is possible in theory. There are also some people who claim to have actually done it.

In 1935, a British Royal Air Force pilot named Victor Goddard was attempting to land his plane in Andover, England. During his attempted landing, a storm broke out, and he almost crashed. He managed to take control of the plane and flew back over a different landing strip, which was abandoned. Except it wasn't abandoned anymore – it was full of people and planes. The planes were a colour and model he had never seen before. The people were also wearing different uniforms than they should have been. He eventually landed at his original destination and didn't tell anyone of his strange experience. Then in 1939, the Royal Air Force introduced planes of the same model and colour he had seen that day. They also started wearing uniforms just like he saw on that landing strip, which was now in operation again. Goddard believes he travelled ahead in time to 1939, and then back to 1935 on that day his plane almost crashed.

Then there is Professor Ronald Mallet, a scientist at the University of Connecticut, who is actually working on a time machine as we speak. Mallet has been attempting to build time machines since he was a child. At the age of 10 his father died, sending him into a deep depression. At the age of 12 he read "The Time Machine", by H.G. Wells, which gave him hope that one day he could travel back in time and see his father again.

In 2002, he presented a breakthrough theory about how time travel could be possible using lasers and mirrors. He presented his theory at Howard University, where it was accepted as the real deal by his peers. He is currently raising money to build his time travel machine. The only problem is, even if he is correct and the machine works,

he'll never see his father again. It will only be able to transport a person back to the time the machine was turned on, and not a second before. While our descendants may be able to travel back in time to meet us, his theory does not allow for time travel to any time before the day the machine was first built. It is still is an amazing theory though, and his colleagues told him his father would be so proud of him.

Do you think we'll ever be able to travel through time? And if we could, what kind of effect might that have on the future, past, and present?

AFTER-READING
Read the questions and choose the best answers for them.

1. Which one of these statements cannot be inferred from the text?
   a) There are motion pictures and TV shows about time travel.
   b) Some people claimed that they experienced time travel.
   c) Nobody has tried to invent a time machine so far.
   d) A book was written on a time machine.

2. Who wrote the book named "The Time Machine"?
   a) H.G. Wells
   b) Professor Ronald Mallet
   c) Professor Ronald Mallet's father
   d) Victor Goddard

3. What did the Pilot Victor Goddard claim regarding his time travel?
   a) He travelled ahead in time to 1939 from 1935
   b) He travelled past to the Middle Age
   c) It was a one-hour time travel
   d) He travelled back in time to 1939 from 1930

4. What did the pilot claim to see during his time travel?
   a) A war
   b) Different planes and uniforms
   c) An abandoned place
   d) Outdated cars

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SHORT FILM #11
ZERO

2010 (Short Film, Animated)
Australian Film Institute (AFI) Award Nominee

PRE-WATCHING

1. What is equality?

2. Do you think everybody is equal all around the world?

3. How can the world become more equal?

STORYLINE

In a world that people are judged by their number, Zero faces constant prejudice and persecution. He walks a lonely path until a chance encounter changes his life forever: he meets a female zero. Together they prove that through determination, courage, and love, nothing can be truly something.

Christopher Kezelos

WHILE-WATCHING

1. What number is the street sweeper?

    a) 1   **b)** 2   **c)** 3

2. Where does "Zero" meet the female Zero?

    a) At school   **b)** In front of a bakery   **c)** At hospital

3. What number are the policemen?

    a) 5   **b)** 6   **c)** 7

4. What is the most beautiful sensation?

    a) Feeling of belonging
    b) Having a lot of friends
    c) Having a "high number" in the society

5. What is surprising about the new born baby of Zeros?

    a) It is physically disabled.
    b) It is number 10.
    c) It has the symbol of eternity.

AFTER-WATCHING
Read the text and answer the questions in "after-reading" part.

CASTE SYSTEM IN INDIA

1 About 3,600 years ago, a group of cattle herders from Central Asia settled into India. This group of people, called the Aryans, brought with them their beliefs, customs, and writing system (Sanskrit). They introduced a rigid caste structure that divided people into four classes.

2 Under this setup, Brahmins or priests made up the highest caste. They held a tremendous amount of power over everybody else. They were the only ones who could both study and teach the holy texts, known as the Vedas. They were also the only ones who could perform sacrifices and other religious rites. Because of their authority, people of other castes often gave them generous donations. By giving Brahmins (also spelled as Brahmans) valuable goods, people of other castes believed that they would be rewarded in their next life.

3 Next to the Brahmin class was the Kshatriya (pronounced "shuh-TREE-uh") class. It consisted of warriors and rulers. Kshatriyas' main duties were to govern and defend the country. Though they could learn the Vedas as Brahmins did, they could not teach the holy texts. As Kshatriyas were responsible for the national defence, they underwent extensive military training.

4 The Aryans categorized farmers and merchants as their society's third caste, called the Vaishya (pronounced "VYSH-yuh"). Vaishyas were expected to tend cattle, to farm, or to trade. Like Kshatriyas, they could only learn, but not teach, the Vedas.

5 Beneath the Brahmin, the Kshatriya, and the Vaishya castes was the Shudra (also spelled as Sudra) caste. It represented the majority of the populace. People in this caste did menial, labour-intensive work. They took on the duties of servants, craftsmen, or laborers. Shudras received little informal education. They were not allowed to learn the Vedas, so they could not participate in the initiation ceremony that boys of the three upper castes were entitled to when they began learning the holy texts.

6 Though Shudras were the lowest of the four classes, they were still better off than the so-called outcastes. The outcastes, as the name suggests, were people who did not belong to any of the four castes. They did work that nobody else wanted to do. They swept the streets. They collected garbage. They cleaned up toilets. And they disposed of dead animals or humans. The outcastes could not live in cities or villages. They led a lonely, humiliated life. When they ate, they could only take meals from broken dishes. When they travelled, they needed to move off the path if someone from a higher caste was approaching. When they entered a marketplace, they had to strike a piece of wood to announce their presence, so that other people could avoid them. The outcastes were not allowed to drink from a public well. They were not allowed to enter a temple. And they were not allowed to study. Given that they stirred fear and were despised everywhere they went, nobody in the ancient Indian society wanted to see, hear, or touch them. This group of people in India suffered the worst fate. They simply became known as the untouchables!

Brahma and the origins of caste

Brahmins — priests & teachers
Kshatriyas — warriors & rulers
Vaishyas — farmers, traders & merchants
Shudras — labourers
Dalits (outcastes) — Street sweepers, latrine cleaners

Source: Alamy
BBC

7 The Aryans' caste system came from local legends. When Brahma, the god of creation, made humans, his mouth became the Brahmins, his arms the Kshatriyas, his legs the Vaishyas, and his feet the Shudras. Tales aside, the caste system was a very important element in ancient India. It followed a specific set of guidelines (called the Laws of Manu) that dictated every person's behaviour. The guidelines set rules from the type of jobs a person could hold to the type of foods a person could eat. According to the Laws of Manu, each caste was represented by a colour. White was for the Brahmins, red for the Kshatriyas, yellow for the Vaishyas, and blue for the Shudras. Marrying someone within a person's own caste was norm.

8 The caste system had been prevalent in India's society for thousands of years. It was deeply embedded in the country's dominant religion, Hinduism. Though discriminations on the basis of a person's caste had already been outlawed in the 1900s, they still exist today. Because of this, the caste system has continued to be a sensitive issue in modern India. It is a topic better approached with extreme caution!

AFTER-READING
Read the text and answer the questions in "after-reading" part.

1. How many castes were there in India?

    a) One   b) Two   c) Three   d) Four

2. The untouchables worked as servants, craftsmen, and laborers.

    a) False   b) True

3. Under India's current law, it is illegal to discriminate against an untouchable.

    a) False   b) True

4. Which of the following colours would a Brahmin wear?

    a) White   b) Red   c) Orange   d) Yellow

5. Who introduced the caste system to India?

    a) The Arabs   b) The British   c) The Aryans   d) The Chinese

6. Which of the following about the untouchables is not true?

    a) They could not live in cities or villages.

    b) They could not eat meals from broken dishes.

    c) They could not go to a temple.

    d) They could not drink from a public well.

Reference

Kezelos, C. (Director). (2010). *Zero* [ShortFilm].

SHORT FILM #12
HARVIE KRUMPET

2004 (Short Film, Animated)
Academy Awards Winner

PRE-WATCHING

1. Do you know a person who has a syndrome? If yes, what is it?

2. Have you ever heard of Tourette's Syndrome?

3. What does this sentence mean? How can you complete it?

   '... Some are born great, some achieve greatness, and some have greatness thrust upon them and then there are others……'

STORYLINE

The sad, strange life of Harvie, who is born into an impoverished Middle European existence, and whose one constant is the book of "fakts" he keeps adding to, worn around his neck. After a childhood tragedy, he emigrates to Australia, where he has a succession of menial jobs, eventually ending up in a retirement home.

Jon Reeves <jreeves@imdb.com>

WHILE-WATCHING

1. When and where was the baby born?
   a) Poland, 1922   **b)** Australia, 1928   **c)** Germany, 1925

2. What happened to Harvie's house?
   a) It collapsed because it was too old.
   b) It was restored by the neighbours.
   c) It was burnt down because his mother left the stove on.

3. Where did Harvie Krumpet move to?
   a) London, England   **b)** Spotswood, Australia   **c)** Beijing, China

4. Why did he like television so much?
   a) Because he learnt English from it.
   b) Because he was feeling alone.
   c) Because he had too much free time.

AFTER-WATCHING
Read the text and answer the questions accordingly.

TOURETTE'S SYNDROME

Reviewed by Ken Duckworth, M.D., and Jacob L. Freedman, M.D., 2012

Tourette's syndrome (TS), or Tourette's disorder, is a neurologic illness that begins in childhood or adolescence. The primary feature of TS is tics—movements or vocalizations that are sudden, rapid and purposeless. Tourette's syndrome is treated by both psychiatrists and neurologists as many people with TS have other illnesses such as obsessive-compulsive disorder (OCD), insomnia and attention deficit/hyperactivity disorder (ADHD).

What is characteristic of Tourette's syndrome?

 • Both multiple motor and one or more vocal (phonic) tics are present at some time during the illness, although not necessarily simultaneously.

 • Tics are recurrent, non-rhythmic, actions or vocalizations that can usually be suppressed for a period when a person focuses on stopping them.

• Less than 40 percent of people with TS have coprolalia (outbursts of swearing).

• Most people experience a discomforting sensation prior to their tics that disappears after they carry out the tic.

• Tics occur many times a day, nearly every day or intermittently throughout a year.

• Onset occurs before the age of 21.

• Symptoms can disappear for weeks or months at a time and severity can change.

• Most people experience less tics as they get older; nearly 50 percent of people have significantly less tics as they reach adulthood.

What causes Tourette's syndrome?

Approximately one in 200 children will have Tourette's syndrome. Although the cause has not been definitely established, there is growing scientific evidence that TS is caused by a neurological illness affecting neurons (nerve cells) in different parts of the brain. People with TS may also have a dysfunction of their neurotransmitters— the chemicals that neurons use to communicate with each other. Multiple genes have

been shown to cause the symptoms of Tourette's syndrome. Boys are approximately four times more likely to have Tourette's syndrome than girls.

How is Tourette's syndrome diagnosed?

No blood analysis, x-ray or other medical test exists to identify Tourette's syndrome. The first step in diagnosis occurs when a young person is brought to their doctor for evaluation. Sometimes this happens when a parent is concerned about tics or another symptom of Tourette's syndrome; other times it occurs at a regularly scheduled check-up when a person's doctor notices these symptoms during a routine physical examination.

What treatments are available for Tourette's syndrome?

Not everyone with Tourette's syndrome is disabled by his or her symptoms and medication may not be necessary. Relaxation techniques and behavioural therapies (often called habit reversal training) may be very useful in the treatment of tics. Many people with Tourette's syndrome may also benefit from psychotherapy (talking therapy) to address some of the self-esteem and self-consciousness issues associated with their illness. Medication treatment of Tourette's syndrome usually focuses on decreasing the severity, frequency, and discomfort of tics for people with significant social and occupational difficulties due to their symptoms. Through effective treatment of their tics (and other coexisting psychiatric illnesses), the overwhelming majority of people with Tourette's syndrome can expect to see their symptoms decrease and can continue living the lives they want to live.

AFTER-READING
Choose the best answer for each question.

1. TS starts when the person is ....
   a) in his/her 20s
   b) older than 21
   c) younger than 21
   d) at the age of 21

2. Almost half of the people with TS have .... as they grow old.
   a) more tics
   b) less tics
   c) no tics
   d) multiple tics

3. Which statement is true?
   a) Girls have TS two times more
   b) Boys never have TS
   c) It is more probable for girls to have TS
   d) It is more probable for boys to have TS

4. TS is not diagnosed ....
   a) during a physical examination
   b) a parent who knows about TS
   c) by means of medical tests
   d) by the doctor

5. People with TS may make use of ....
   a) medication treatment decreasing comfort
   b) psychotherapy
   c) medical operations
   d) pharmaceuticals

6. What is the expected result of treatment?
   a) It is not effective at all.
   b) It increases the frequency of tics and other symptoms.
   c) It decreases symptoms and life becomes better.
   d) It removes all the tics and symptoms.

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Appendix VI: Institution Approval for the Study

T.C.
HARRAN ÜNİVERSİTESİ REKTÖRLÜĞÜ
Yabancı Diller Yüksekokulu Müdürlüğü

Sayı : 64221277-108.01
Konu : Araştırma izni

Sayın Öğr. Gör. Nuran LEKEALMAZ
Müdür Yardımcısı V.

İlgi : 04/10/2018 tarihli ve 757 sayılı yazı,

İlgi dilekçenizde bahse konu olan **''Kısa Filmlerin İngilizce Öğrenen Öğrencilerin Okuma becerilerindeki Rolü ve Öğrenci Algısı''** isimli tez araştırması ile ilgili çalışma izin talebiniz Müdürlüğümüzce uygun görülmüştür.
Gereğini bilgilerinize rica ederim.

e-imzalıdır
Dr. Öğr. Üyesi Nazmiye GÜREL
CENNETKUŞU
Müdür

Evrakı Doğrulamak İçin : http://ebys.harran.edu.tr/envision/Validate_Doc.aspx?V=BENF3U2JE

Adres:Harran Üniversitesi Yenişehir Kampüsü Yabancı Diller Yüksekokulu
Telefon:0414 318 3000 - 2020 Faks0414 318 3187
e-Posta:ydyo@harran.edu.tr Elektronik Ağ:ydyo.harran.edu.tr

Bilgi için: Müslüm ALİCAN
Unvanı: Şef
Dahili No: 2413

VITAE

Nuran Lekealmaz was born in Çorum, Turkey in 1992. She got her BA from English Language Teaching Department, Education Faculty, Middle East Technical University in 2014. Since then she has been working as an instructor in the School of Foreign Languages at Harran University. Her research interests are technology use in EFL classes, professional development and teaching language skills.

ÖZGEÇMİŞ

Nuran LEKEALMAZ 1992'de Türkiye'nin Çorum ilinde dünyaya geldi. 2014 yılında Orta Doğu Teknik Üniversitesi, Eğitim Fakültesi, İngiliz Dili Eğitimi Bölümünden mezun oldu. O tarihten bu yana Harran Üniversitesi Yabancı Diller Yüksekokulunda öğretim görevlisi olarak çalışmaktadır. İngilizce derslerinde teknoloji kullanımı, profesyonel gelişim ve dil becerileri öğretimi araştırma alanlarından bazılarıdır.