



**T.C.
PAMUKKALE UNIVERSITY
THE INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGE TEACHING
ENGLISH LANGUAGE TEACHING
MASTER OF ARTS THESIS**

**PRE-SERVICE EFL TEACHERS' ENGAGEMENT WITH MOVIE
SEGMENTS IN AN ADVANCED READING CLASS**

ARDAK AKHMETOVA

Denizli, 2019

**T.C.
PAMUKKALE UNIVERSITY
THE INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGE TEACHING
ENGLISH LANGUAGE TEACHING
MASTER OF ARTS THESIS**

**PRE-SERVICE EFL TEACHERS' ENGAGEMENT WITH MOVIE
SEGMENTS IN AN ADVANCED READING CLASS**

Ardak AKHMETOVA

Supervisor

Prof. Dr. Demet YAYLI

JÜRİ ÜYELERİ ONAY SAYFASI

Bu çalışma, İngiliz Dili Eğitimi Anabilim Dalı'nda jürimiz tarafından Yüksek Lisans Tezi olarak kabul edilmiştir.

Başkan: Prof. Dr. Demet YAYLI (Danışman)

Üye: Dr. Öğr. Üyesi. Devrim HÖL

Üye: Dr. Öğr. Üyesi. Fatih GÜNGÖR



Pamukkale Üniversitesi Eğitim Bilimleri Enstitüsü Yönetim Kurulu'nun

20./02/2019 tarih ve 08/8.. sayılı kararı ile onaylanmıştır.



Prof. Dr. Mustafa BULUŞ

Enstitü Müdürü

ETİK BEYANNAMESİ

Pamukkale Üniversitesi Eğitim Bilimleri Enstitüsü'nün yazım kurallarına uygun olarak hazırladığım bu tez çalışmasında; tez içindeki bütün bilgi ve belgeleri akademik kurallar çerçevesinde elde ettiğimi; görsel, işitsel ve yazılı tüm bilgi ve sonuçları bilimsel ahlak kurallarına uygun olarak sunduğumu; başkalarının eserlerinden yararlanılması durumunda ilgili eserlere bilimsel normlara uygun olarak atıfta bulunduğumu; atıfta bulunduğum eserlerin tümünü kaynak olarak gösterdiğimi; kullanılan verilerde herhangi bir tahrifat yapmadığımı; bu tezin herhangi bir bölümünü bu üniversitede veya başka bir üniversitede başka bir tez çalışması olarak sunmadığımı beyan ederim.



Ardak AKHMETOVA

ACKNOWLEDGEMENTS

First and foremost, I would like to express my deepest gratitude to my advisor, Prof. Dr. Demet YAYLI, for her invaluable support, guidance and encouragement throughout this process. Without her continuous support, I would have never ensured my dream of completing MA thesis. I would like to thank Prof. Dr. Turan PAKER, Assoc. Prof. Dr. Recep Şahin ARSLAN and Asst. Prof. Dr. Selami OK, who helped and supported me with invaluable knowledge during the theory part of my master's degree. And I would like to thank Dr. Devrim HÖL and Dr. Fatih GÜNGÖR for their invaluable guidance and support during the defense of my dissertation. I am deeply grateful to my family who supported me throughout this process. Especially, heartfelt thanks to my aunt Galia SERGAZINA and my brother Azamat AKHMETOV for their support, patience and love. Thank you very much.

ÖZET

Hizmet öncesi İngilizce öğretmenlerinin ileri okuma dersinde film parçalarıyla etkileşimi

AKHMETOVA, Ardak

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı

Tez Danışmanı: Prof. Dr. Demet YAYLI

Şubat 2019, 108 sayfa

Bu çalışmanın asıl amacı, ileri seviye bir okuma dersinde filmlerden alınmış kısa parçaların öğrencilerde kültürel ve sosyal farkındalığı nasıl arttırdığını incelemektir. Çalışma, hizmet öncesi öğretmenlerin gelecekteki öğretimlerine film temelli dersleri entegre etmeleri hakkındaki görüşlerini de toplamayı amaçlamaktadır. Bu çalışma, Türkiye'deki bir devlet üniversitesinde İngilizce Öğretmenliği bölümüne kayıtlı 30 öğrenci ile yürütülmüş ve 2016-2017 akademik yılının bahar döneminde gerçekleştirilmiştir. Araştırmacının katılımcıların geçmiş deneyimlerini saptaması için, dönemin başında tüm hizmet öncesi öğretmenlerin açık uçlu sorulardan oluşan ilk anketi cevaplamaları istenmiş, dönem sonunda da katılımcılar son bir anket cevaplamıştır. Araştırmacı, katılımcıların film entegre edilmiş derslerde karşılaştıkları zorlukları ve filmlerdeki bölümlerde karşılaştıkları yeni sosyal ve kültürel unsurların bulunduğu bir uygulamanın gelecekteki öğretim hayatlarında nasıl katkı sağlayabileceği hakkındaki son görüşlerini tespit etmeyi amaçlamıştır. Ayrıca filmlerden oluşmuş derslerin sonunda ve öncesinde altı katılımcıyla başlangıç ve final görüşmesi yapılmıştır. Görüşmeler, bilgi toplama sürecini kolaylaştırmak için Türkçe yapılmış, sonuçlar yazılırken İngilizceye çevrilmiştir. Ek olarak her bir ders saatinin sonunda, katılımcılar film bölümleriyle ilgili deneyimlerini esas alarak günlüklerine notlar yazmıştır.

Bahsi geçen bu çalışmanın sonuçları, ileri seviye okuma derslerinde film bölümleri kullanmanın, katılımcı hizmet öncesi öğretmenlerin kültürel ve sosyal farkındalığını ve gelecekteki derslerinde filmleri kullanma düşüncelerini olumlu yönde etkilediğini açığa

çıkarmıştır. Uygulamanın sonunda hizmet öncesi öğretmenler kendi okuma derslerinde film parçalarıyla dil pratiği yapmanın zevkli ve diğer derslerden farklı olduğunu belirtmiştir. Okuma derslerinde film parçalarıyla karşılaşmak, yeni bir kültür hakkında yeni bilgiler edinmelerine yardımcı olmuş ve farklı ülkelerdeki inanç ve değerlerin farkında olmaları için yeni imkanlar sağlamıştır. Katılımcılar, başka kültürler hakkındaki kültürel ve sosyal farkındalığın diğer ülkeler hakkındaki görüşlerini değiştirdiğini ve kültürler arası farklılıkları kabullenmelerine olanak sağladığını belirtmiştir. Ayrıca yeni bir kültürü deneyimlemenin dünyaya karşı bakış açısını zenginleştirmelerine yardımcı olduğunu açıklamışlardır. Ek olarak, sonraki çalışmalarda, aralarındaki farkı ve benzerlikleri anlamak için hem öğretmenlerin hem de öğrencilerin derslerde film kullanmaya karşı görüşleri incelenebilir. Öğretmenlerin de derslerde film kullanma hakkındaki görüşleri gelecek çalışmalardaki sonuçlara katkı sağlayabilir.

Anahtar kelimeler: Yabancı dil olarak İngilizce sınıflarında filmler, film parçaları, kültürel farkındalık, hizmet öncesi öğretmenler, ileri okuma dersinde filmler, film temelli öğretim.

ABSTRACT

Pre-service EFL teachers' engagement with movie segments in an advanced reading class

AKHMETOVA, Ardak

MA Thesis in English Language Teaching

Supervisor: Prof. Dr. Demet YAYLI

February 2019, 108 pages

The main purpose of this study was to investigate how short segments from movies can help learners raise their cultural and social awareness in an advanced reading class. The study also aimed at finding pre-service teachers' views toward integrating movie-based lessons into their future teaching. This study was implemented with 30 pre-service teachers enrolled at an ELT Program at a state university in Turkey. The present study was carried out during the spring semester of the 2016-2017 academic year. All the pre-service teachers were instructed to respond to the initial questionnaire including open-ended questions at the beginning of the semester since the researcher aimed at identifying their previous experiences. Then, at the end of the teaching sessions, the participants completed a final questionnaire. The researcher aimed at capturing participants' final views about the challenges they faced during movie-integrated lessons and how a practice with new social and cultural elements in movie segments may contribute to their views about their future teaching. Moreover, initial and final interviews were conducted with six participants before and at the end of movie integrated teaching sessions. The interview questions used were in Turkish language to ease the data collection process. While writing the results, the responses were translated into English. Additionally, at the end of each teaching session, the participants wrote entries in their journals regarding their experiences with movie segments.

The results of the present study revealed that using movie segments in an advanced reading class positively affected the participating pre-service teachers' cultural and social

awareness and their views on integrating movie-based lessons in their future teaching. After teaching sessions, the pre-service teachers argued that having language practice with movie segments in their reading classes was enjoyable and different from other classes. Being exposed to movie segments in their reading classes helped them to gain new information about a new culture and opened new possibilities to be aware of other beliefs and values in different countries. The participants believed that cultural and social awareness about other cultures changed their views about other countries and enabled them to accept the differences between cultures. Moreover, they expressed that experiencing with a new culture helped them to enrich their world visualization. Additionally, it is suggested for further studies that both learners' and teachers' perceptions towards using movies in the classroom might be investigated to see whether there are any differences and/or similarities between their views. Especially, teachers' views toward using movies in the classroom can enrich the results of future studies.

Key Words: Movies in the EFL classroom, movie segments, cultural awareness, pre-service teachers, movies in an advanced reading class, movie-based teaching.

TABLE OF CONTENTS

YÜKSEK LİSANS TEZİ ONAY FORMU	iii
ETİK BEYANNAMESİ	iv
ACKNOWLEDGEMENTS	v
ÖZET	vi
ABSTRACT.....	viii
TABLE OF CONTENTS.....	x
LIST OF TABLES.....	xiii
LIST OF ABBREVIATIONS	xiv
CHAPTER 1: INTRODUCTION	1
1.1. Background to the study	1
1.2. Purpose of the study.....	2
1.3. Research Questions.....	3
1.4. Significance of the Study	4
CHAPTER 2: REVIEW OF LITERATURE.....	7
2.1. The importance of authentic materials in an EFL classroom	7
2.2. Using movies as authentic materials in the EFL classroom	8
2.3. The importance of movies in the classroom	9
2.4. Advantages of using movies in the EFL classroom.....	10
2.5. Challenges of using movies in the EFL classroom.....	13
2.6. Movie-integrated approach in the EFL classroom.....	14
2.6.1. Choosing movies.....	14
2.6.2. Stages of activities used in movie-integrated classes	17
2.6.3. Short movies	19
2.6.4. Feature films	21
2.6.5. Captioned movies	23
2.7. Using movies to improve learners' cultural awareness	26
2.7.1. The definition of culture	26
2.7.2. Cultural awareness	27
2.7.3. Culture in a foreign language classroom	29
2.7.4. Movies as means of enhancing cultural awareness	30
2.8. The effects of movies on developing language skills	31
2.8.1. Using movies to improve learners' listening skills.....	31

2.8.2. Using movies to improve learners' speaking skills	33
2.8.3. Using movies to improve learners' writing skills.....	35
2.8.4. Using movies to improve learners' reading skills	36
CHAPTER 3: METHODOLOGY	39
3.1. Setting and Participants	39
3.2. Instruments and Procedures	40
3.2.1. The Questionnaire.....	41
3.2.2. Interview	42
3.2.3. Procedure	42
3.2.3.1. Pre-viewing sessions.....	43
3.2.3.2. While-viewing sessions	43
3.2.3.3. Post-viewing sessions	44
3.2.4. Film response journals	44
3.3. Data Collection	45
3.4. Data Analysis.....	45
CHAPTER 4: FINDINGS	48
4.1. Findings for the Research Question 1	49
4.1. What are the participants' views regarding studying reading supported with short segments from movies?	49
4.1.1. Language improvement	49
4.1.2. Making individual learner differences visible	51
4.2. Findings for the Research Question 2.....	54
4.2. What are the participants' views toward integrating movies into their future teaching?.....	54
4.3. Findings for the Research Question 3.....	59
4.3. What are the participants' past experiences with movie-integrated language learning?	59
4.4. Findings for the Research Question 4.....	61
4.4. What are the pre-service teachers' views on the effects of their cultural and social awareness raising with the help of movie segments?	61
4.5. Findings for the Research Question 5.....	63
4.5. Did the learners have any challenges while watching movie segments in their advanced reading classes?	63
4.6. Findings for the Research Question 6.....	66

4.6. Did differences and or/similarities of social and cultural elements in movie segments influence the learners' own social and cultural lives?	66
CHAPTER 5: DISCUSSION, CONCLUSION AND SUGGESTIONS.....	70
5.1. Discussion on the Results of the Study.....	70
5.2. Conclusion	78
5.3. Suggestions and Limitations	79
REFERENCES	81
APPENDICES	92
APPENDIX 1. Open-ended questions to develop the questionnaire items	93
APPENDIX 2. Initial Questionnaire Items.....	94
APPENDIX 3. Final Questionnaire Items	97
APPENDIX 4. Initial Interview Questions.....	100
APPENDIX 5. Final Interview Questions	101
APPENDIX 6. Curriculum	102
APPENDIX 7. One sample lesson plan.....	103
APPENDIX 8. The list of movies used in the study.....	105
APPENDIX 9. Questions for journal entries	106
CV	107

LIST OF TABLES

Table 1. <i>Distribution of participants regarding their gender, age and their position</i>	<i>41</i>
Table 2. <i>Distribution of the pre-service teachers' initial and final views toward integrating movie-based lessons in their future teaching.....</i>	<i>56</i>
Table 3. <i>Distribution of the participants' past experience with movie-integrated language learning.....</i>	<i>60</i>



LIST OF ABBREVIATIONS

EFL: English as a Foreign Language

TV: Television

NCTE: The National Council of Teachers of English

IRA: International Reading Association

DVD: Digital Versatile Disc

ESL: English as a Second Language

ELL: English Language Learner

FL: Foreign Language

ELT: English Language Teaching

CHAPTER 1

INTRODUCTION

In this chapter, background information about authentic materials and using movies as authentic materials in the classroom is provided. Moreover, purpose of the present study and the research questions are introduced. Furthermore, significance of the present study is explained.

1.1. Background to the study

Using authentic material in language teaching is supported among scholars in the field of education. There is no doubt that authentic materials provide students with many benefits and raise their interest in terms of learning a new language. They increase students' willingness and motivation to participate in the lesson. Moreover, they can help students to learn new complicated patterns and words that are not used very often in the classroom and practice their language skills. Guariento and Morley (2001) state that: "there is now a general consensus in language teaching that the use of authentic materials in the classroom is beneficial to the learning process" (p.347). In addition, Nunan (1999) considers that reading and watching different kinds of authentic materials such as books, newspapers, short videos or movies as often as possible is important for learners. It can help students find differences between the classroom world and the world outside. Little et al. (1998, as cited in Guariento & Morley, 2001) express that the authentic material "created to fulfill some social purpose in the language community in which it was produced" (p.27). As Won et al. (1995, as cited in Richard, 2004) state:

In particular, authentic materials can help us to achieve the aims of enriching students' experiences in the learning and use of English, sensitizing them to the use of English in the real world, and helping them to generate a learning strategy for learning not only English but also other subjects (p.318).

In educational contexts, using movies and videos as authentic materials in the classroom plays an important role in the teaching process. This is because using movies or videos is a process of combining both images and sounds together. Moreover, using movies as a teaching tool helps to practice the language as it is enjoyable and innovative and stimulates participation in class. Baltova (1994) suggests that movies have an advantage of holding learners' attention and contributes to students' concentration in the lessons. Baltova (1994) mentions that: "[v]ideotapes mirror realistic discourse, while audiotapes contain language which is verbally more explicit than is typical of most real life encounters in order to compensate for the lack of visual clues." (p.510) Therefore, authentic videos carry visual, contextual, and nonverbal input. As Khan (2015) suggests,

the ‘visibility’ of movies can promote learners’ visuality and comprehension of new language, which can make it an effective language-teaching tool. Moreover, she claims that movie-based lessons can offer different types of methods for teaching the target language and help learners to improve their listening and communicative skills.

Moreover, movies present English in real life contexts and authentic cross-cultural information. “The immense potential range of subject, language, communicative situation, imagination and culture that movies offer cannot be matched by any other raw communicative materials, at least in the EFL (English as a Foreign Language) context of Asia” (Wood, 1995, p.9). Moreover, Sherman (2003) suggests that authentic video materials (including movies and TV (Television) series) are a “window on English language culture” and the “second best thing after living and studying in the target cultural context” (p.2). Ellis (2003) mentions that teachers play an important role in developing learners’ cultural awareness. They provide learners with materials in order to acquaint them with new culture. Teachers should know that every student is a unique individual and has his/her own needs and cultural identity. Thus, cultural awareness of target culture is an important point in learning a new language. Integration of the study of culture into the curriculum of foreign language teaching has been examined by many language educators in the field of education. It is believed that learners cannot practice a language without practicing new cultural contexts (Peterson & Coltrane, 2003).

It is apparent that, movies are significant educational assets as multimodal language structures in English language classes, particularly when teachers have a few chances for exposing learners to English. Movies provide both teachers and students with creative and practical ideas towards learning the target language. Moreover, they can stimulate teachers to be aware of their students’ needs and interests.

1.2. Purpose of the Study

Movies are valued as an efficient way to create multiliterate learners in today’s digital world. Hence, movies are used as an alternative teaching aid in education systems especially in language education. Ismaili (2013) claims that using authentic material such as movie in the language classroom encourages students’ perceptions in terms of learning target language with authentic videos. “Movies provide more sensory experience than reading-besides verbal language, there is also color, movement, and sound” (p.128).

In an EFL classroom, a teacher can meet the majority of learners with low motivation and interest in the lessons. Stempleski and Tomalin (2001) emphasize that:

“The value of film as a language teaching and learning resource is self-evident. It is motivating, and it provides a source of authentic and varied language. It is very effective at bringing the outside world into the classroom and providing a stimulating framework for classroom communication and discussion” (p.1).

Moreover, according to King (2002), movies are more motivating than videos because they provide students with an enjoyable lesson. Lynch (2008) states that using audiovisual elements like movies helps learning a new language and provides learners with new experiences. Movies can be a useful and enjoyable tool for teachers in their teaching process. And they can bring differentiation into their classroom instruction. Therefore, in the current study, first of all, the main purpose is to investigate how short segments from movies can help learners raise their cultural and social awareness in an advanced reading class. Secondly, the researcher aimed to find pre-service EFL teachers’ views toward studying reading supported with short segments from movies in an advanced reading class. Thirdly, the study aimed to find out pre-service teachers’ views toward integrating movie-based lessons into their future teaching. Besides, the participating students’ views about their cultural and social awareness raising with the help of movie segments, and their possible challenges while watching movie segments were inspected. To be able to achieve these purposes, the following research questions were used as leading tools in the study.

1.3. Research Questions

1. What are the participants’ views regarding studying reading supported with short segments from movies?
2. What are the participants’ views towards integrating movies into their future teaching?
3. What are the participants past experiences with movie-integrated language learning?
4. What are the pre-service teachers’ views on the effects of their cultural and social awareness raising with the help of movie segments?
5. Did the learners have any challenges while watching movie segments in their advanced reading classes?
6. Did differences and or/similarities in social and cultural elements in movie segments influence the learners’ own social and cultural lives?

1.4. Significance of the Study

As technology becomes more accessible in the field of education, it can be easy for teachers to integrate movies into their classrooms. Using movies as an authentic tool in the classroom teaching has become one of the interesting and motivating approaches in English language. Tomalin (1991) states that using of authentic video materials in the classroom is very motivational for learners. Students are inspired to gain new vocabulary and expressions while they are receiving new information about the target culture. Using authentic video materials such as videos, movies, TV series and short movies in the classes create opportunities for learners to practice language skills. Moreover, according to Guariento and Morley (2001):

“With the onset of communicative movement a greater awareness of the need to develop students’ skills for the real world has meant that teachers endeavor to stimulate this world in the classroom. One way of doing this has been to use authentic materials in the classroom” (p.1).

The use of movies as authentic materials can be a significant tool for teachers to create meaningful and enjoyable lessons, and can create differentiation to the language classroom by expanding the territory of teaching methods and materials, supporting learners to improve language skills. Katchen (2003) agrees with the statement that traditional lessons are too dull and will reduce learners’ willingness to participate in lessons. As Krashen (1985, 1988), Mishan (2004) and Champoux (1999) agree, movies can be a helpful and enjoyable tool in the EFL classroom due to their real language, and the input they provide for learners with various learning strategies. It is a fact that the authenticity of movies can create more enjoyable and fun lessons as a teaching resource. If the subject of the movie is selected correctly, students can define the teaching aims clearly and their willingness to learn new language can be better. Moreover, the input that movies provide is important for language learners: however, teachers should know that the input must be understandable and cannot be for instance too complicated. In addition, students may have various learning strategies, thus, it is reasonable to integrate appropriate teaching techniques. For EFL learners, movies can help improve vocabulary knowledge, word recognition and language skills as well. For learners with reading and listening struggles, watching and listening new words or expressions can help to improve their vocabulary knowledge. Providing information both textually and through the use of movies can be motivating for students. A study by Canning-Wilson (2000) mentions that the students with sound-only condition can be less successful in the lessons, therefore, in order to do the listening input more understandable, teachers should provide lessons with authentic

video materials. He asserts that authentic videos support learners with visual stimuli. As Wood (1995) comments:

“If communication is to be emphasized the complete communicative process of a movie is in order as the vehicle for study. Obsessive word by word study approaches can be avoided by training students to develop gist understanding via key conversations and lines of dialogue and thus producing many extra opportunities for language development in every possible skill direction” (p. 110).

Additionally, Integrating Film into Education-Advocacy Report (Available Light Advisory, 2012, p.1) demonstrates ten ‘key messages’ based on the evaluation of the reports from the pilot projects as follows:

1. Film is about active learning. The best film education includes discussion, presentation, critical thinking, team working and filmmaking, as well as watching.
2. Film engages young people in learning. Film stretches the most gifted and engages the hardest to reach.
3. Film can be used across the entire curriculum. Many teachers find that film can help to raise the profile of their subject within their schools.
4. Film teaches young people many skills. The most valuable film education activities enhance critical, cultural and creative abilities.
5. Film is an art form. Film education takes young people beyond Hollywood into world cinema, British independent cinema or documentaries – but they first need to be introduced to them.
6. Film education extends young people’s cultural knowledge. Film teaches them about diverse cultures, in Britain and beyond.
7. Film education increases cinema going and DVD sales by creating demand for them, and fosters respect for IP. Film education builds the next generation of cinema audiences.
8. It has never been cheaper or easier to use the technology connected to film for everyone.
9. Film education provides young people with skills employers want. These benefits justify continued public investment.
10. Film can help government achieve its educational objectives. Findings and successes of *Film: 21st Century Literacy* can help shape a national plan for film education that is strategic and cost effective.

As mentioned above, using movies as an authentic material helps teachers to provide students with enjoyable and fun lessons and encourage their students to practice their language skills with different types of expressions from movies. Movies can be used as a starting point for some activities, such as, role plays or discussions. A lot of researchers investigated teachers’ and students’ attitudes towards using movies in EFL classroom with the aim of improving learners’ language skills (Rahmattin and Armium, 2011; Lialikhova, 2014; Lucantonio, 2000; Aliyev & Ismayilova, 2017; Fitriana, 2011; Firman & Fithry, 2011; Weyers, 1999; Mirvan, 2013; Sariçoban & Yürük, 2016), but very few studies focused on the use of movies as a cultural and social awareness-raising tool in an advanced reading class. To fulfill this need, it is attempted to focus on how movie segments can help raise learners’ cultural awareness in a reading class. Movie segments

were prepared in line with the themes of the curriculum of this advanced reading class (See Appendix 6).



CHAPTER 2

REVIEW OF LITERATURE

This chapter explains the importance of authentic materials in an EFL classroom, using movies as an authentic material, the importance of movies in the language classroom and advantages of using movies in language classrooms. Moreover, literature on the challenges of using movies in the classroom, choosing movies, stages in designing activities to support viewing, the use of movies to raise cultural awareness and the use of movies to improve language skills is also highlighted.

2.1. The importance of authentic materials in an EFL classroom

In the field of foreign language teaching, authentic materials play an important role in terms of learning a target language. Peacock (1997) states that authentic materials “may increase learners’ levels of on-task behavior, concentration, and involvement in the target activity more than artificial materials” (p.152). Moreover, Harmer (1994) states that learners can benefit from authentic materials as these types of input help learners increase their language production, gain new language in an easier way and can improve their confidence when using the language in real life situations. Peacock’s (1997) research study aimed to investigate whether using authentic materials improve students’ classroom motivation. Thirty-one beginner-level students at a South-Korean University participated in that study, and two observation sheets and a self-report questionnaire were used as data collection tools. The findings of this study indicated that authentic materials are motivating and can be one of the main tools to improve learners’ concentration in language classes.

Moreover, authentic materials in an EFL classroom have a positive effect on learners’ communicative competence. Nadrag and Tihenea (2017) conducted a research study in order to evaluate the effectiveness of using authentic materials in language classroom in terms of improving students’ communicative competences. This study was conducted with 50 students and observations of students’ activities and a questionnaire at the end of the semester were used as data collection tools. The results showed positive views using the authentic materials in English classes, and these materials were observed to encourage learners to increase their communicative skills. Similarly, Castillo et al. (2017) in their study analyzed the effectiveness of authentic materials on improving the students’ communicative competence. Participants were A2 level English course students from a Colombian public University. A quasi-experimental and a descriptive-qualitative

research design was implemented in this study. The findings revealed that the use of authentic materials and tasks improved students' communicative skills. Moreover, research studies such as Thanajaro's (2000) and Miller's (2005) have found that the use of authentic materials provide guidance for aural language progress.

Moreover, Nuttall (1996, cited in Nadrag & Tihenea, 2017) argues that "authentic texts can be motivating because they are proof that the language is used for real-life purposes by real people" (p.172). As Mannan (2005) highlights, visual aids "help the teacher to clarify, establish, correlate and coordinate accurate concepts, interpretations and appreciations, and enable him to make learning more concrete, effective, interesting, inspirational, meaningful and vivid" (p.180). In addition to this, Omid and Azam (2015) conducted a research study with the aim of investigating Iranian EFL teachers' perceptions toward using authentic materials and their effects on learners' language skills. A survey questionnaire was distributed to 57 English teachers in order to find their views toward using authentic materials in language classes. The results showed that authentic materials such as newspapers, magazines, TV and Internet can be an important input for increasing students' language skills and expose them to real language. To sum up, it can be pointed out that authentic materials in language classes can become important in terms of teaching foreign language and providing both teachers and students with effective techniques in the teaching/learning process.

2.2. Using movies as authentic materials in the EFL classroom

Currently, many researchers have found that using movies as authentic materials in the language classroom can become significant part of the curriculum. It is based on the fact that movie-based lessons provide the real language and learners can exposure to the target culture. Gebhard (1996) suggests that using authentic materials can increase connection between the language classroom and the world beyond it. Similar to Gebhard's point of view, Roell (2010) claims that using movies as an authentic material plays an important role for teaching a new culture because they can prevent learners from intercultural misunderstanding. He states that movies can be a great tool for promoting intercultural learning. In addition to this, movies can be used for different courses such as cultural studies and media studies, which can add differentiation into language classrooms (Eken, 2003).

Movies and videos as authentic materials in a communicative classroom model a valid language and give students something to convey about target culture. Moreover, as

Al-Arishi (1994) notes, while Communicative Language Teaching is learner-focused; technology such as movie or video is user-focused. Watching movies is an individual incident that is frequently shared (in one's home, in a cinema, or a classroom) and gives learners an opportunity to discuss their responses, feelings, and a great number of different subjects. Omaggio (2001) points out that learners have chances to communicate with each other, to practice their language skills in real-life situations, utilizing authentic language at whatever point reasonable. Movies and videos with authentic language encourage learners to practice their language. Kolean (2013) in her research study used movies as an instructional approach to improve students' speaking skills. She used classroom action research as a method of her research study. The participants were first grade students of SMP 13 Negeri Malang. Her study included observing, planning and implementing reflection. Findings revealed that the movie-integrated lessons improved students' speaking and vocabulary skills, grammar and comprehension skills. She concluded that teaching English by using movies as teaching technique in the EFL classroom can be a good way to teach learners how to speak properly. And learners can better focus on how to connect their ideas together and share them with others.

To sum up, it is apparent that authentic materials such as movies or videos prepare learners for the 'real' world communication. Moreover, they lead the learners toward the language they need for particular contexts. Therefore, teachers' main purpose should be to choose meaningful and useful authentic video materials for learners.

2.3. The importance of movies in the classroom

Today's technology offers many choices for teachers who wish to provide students with useful learning experiences. Movies in the language classroom can be beneficial for both teachers and learners. Berk (2009) suggests the most significant potential learning outcomes while using authentic videos in the classroom as follows: Videos attract students' attention, enhance students' concentration in the lessons, increase interest in class, promote students' views toward learning a new language, energize students for learning tasks, increase their comprehension, encourage their creative skills, provide an opportunity to express ideas freely, motivate students, make teaching process fun, and reduce learners' anxiety in the classroom. As Brinton (2001) points out, media addresses learner's senses and enhances them to practice the new information; hence the teacher does not have to provide students with extra explanations. It is important that such kind of media supports

teachers who find it easy to motivate their students because language in movies is produced in a more communicative context.

Movies raise students' interests and can positively influence students' motivation to learn the target language (Kusumarasyati, 2004; Luo, 2004). Moreover, Stoller (1988) notes that movies enhance the territory of classroom teaching methods and sources. They not only increase but also change the curriculum. As Champoux (1999) states, movie scenes can be helpful to teach complex themes because of their visuality. Moreover, students with a lack of experience can gain from movies because of the feelings of reality. Allan (1985) agrees that both audio and visual components make movies a comprehensive technique for movie-integrated language teaching classes. The visuality helps students as it supports learners by providing the verbal message and gives an opportunity to increase their concentration while they listen. Herron, et al. (1995) concludes that:

Video is lauded for contextualizing language (i.e., linking language form to meaning) and depicting the foreign culture more effectively than other instruction materials. Videotapes permit students to hear native speakers interacting in everyday conversational situations and to practice important linguistic structures. Unlike audiocassettes, video's visual dimension is thought to reduce ambiguities present in native speaker voices and to motivate students to want to learn the foreign language (p.775).

Moreover, movies give students an opportunity to receive background understanding to relate it with their own understanding of the story. While reading a text, movie elements can help learners to bridge new information to their background understanding (Gambrell & Jawits, 1993). Hibbing and Rankin-Erickson (2003) suggest using a Watch-Read approach. This approach can help learners create some background of the text, watch movie segments, make predictions, read more of the text, explain understandings, make more predictions, watch more movies or movie segments, and continue reading the text.

To sum up, movies provide a very effective way to motivate learners. As educational tools, movies have a great impact on learners' cognitive skills. They help understanding, remembering and utilizing things better. Therefore, movies are considered as an excellent tool in education.

2.4. Advantages of using movies in the EFL classroom

The advantages of using movies in the EFL classroom depend on the purpose of the lesson and what the teacher is expecting to achieve with the material. Sufen (2006) suggests that movies in the language classes are recognized as an excellent learning tool because they show people's lifestyles in terms of diversity, modernity and authenticity.

The real-life interaction also helps learners to acquire the new language easily. In addition, the majority of teachers agree with the fact that movies are interesting, motivating (Sherman, 2003), fun (Holden, 2000) and relaxing, raise learners' willingness to participate in the lessons, as well as in learning English (Holden, 2000; Shea, 1995), and can be a useful tool to lower students' anxiety (MacDonald & MacDonald, 1991). According to Allan (1985), movies encourage students to speak and stimulate them to join the classroom interaction. Stempleski and Arcario (1992) state that movies provide authentic language and learners can use idioms and expressions commonly in English-speaking atmosphere. In Holden's (2000) study, Japanese College freshmen students were assigned to watch movies per month and keep journals in the form of a simple film review. Film response journal approach was found to be a powerful and engaging way to provide language input and encourage students to promote their listening and communication skills. Moreover, integrating film response journals into other lessons was recommended.

Movies provide learners with visual language and support to create useful learning. The National Council of Teachers of English (NCTE) and the International Reading Association (IRA) state the importance of understanding the images and sounds in the visual media. In their 2013 *Standards for English Language Arts*, they note:

“Being literate... means being active, critical and creative users not only of print and spoken language but also of the visual language of film...Teaching students how to interpret and create visual texts...is another essential component of the English language arts curriculum” (p.5).

The ‘visuality’ of movies makes them an invaluable educational teaching tool, providing students to comprehend more by clarifying the target language in a visual context. Movies assist students' comprehension by allowing them to listen to the target language interaction and support them with such visual supports as facial expressions and gestures. These kinds of visual hints support the verbal message and provide a focus of attention. According to Bamford (2003), it should be taken into account that nowadays visual literacy is the key to gain new information and create successful educational outcomes. He maintains that this is for increasing the number of visual images in the world.

Defining the meaning of visual literacy has been challenging for scholars. They tried to give the definition of visual literacy and of what makes a person visually literate. Bamford (2003) lists the criteria for being a visually literate person as follows:

“Understand the subject matter of images.
Analyze and interpret images to gain meaning within the cultural context the image was created.
Analyze the syntax of images including style and composition.

Analyze the techniques used to produce the image.
 Evaluate the aesthetic merit of the work.
 Evaluate the merit of the work in terms of purpose and audience.
 Grasp the synergy, interaction, innovation, and affective impact and/or ‘feel’ of an image” (p. 1).

Avgerinou (2009) identifies the meaning of visual literacy as follows:

“Visual literacy is a cognitive ability.
 Visual literacy is described as an ability, skill, or competency.
 Visual literacy includes the ability to write (encode) and read (decode) visual communication.
 Visual literacy skills are learnable and teachable.
 Visual literacy skills are not isolated from other sensory skills” (p. 29).

Therefore, using authentic video materials can be challenging. As Hill (2004) mentions:

A major goal of the educational system is to help students develop the abilities necessary to comprehend, interpret, and critically respond to the textual forms that they will encounter as members of the culture... Our educational institutions should be spending at least as much time and energy on developing students’ visual literacies as these institutions spend on developing students’ textual literacy (p.108).

Moreover, Mills (2011) insists on the fact that different media types, online resources, and the need for critical literacy skills are highly becoming widespread. Mills (2001) claims that learners who are interested in authentic videos need the conceptual tools to comprehend, choose and understand the messages of the given texts. Therefore, integrating movie-based instruction into classes can be a springboard for improving learners’ critical literacy skills by pushing them to analyze and assess the texts. Vetrie (2004) agrees that movies became popular culture tools for learners, and these tools can be a good way to improve learners’ literacy skills through reading movies as texts. In addition, Lemke (2007) defines literacy as “a set of cultural competences for making socially recognizable meanings by the use of particular material technologies” (p.71). Lemke (2007) explains this as follows:

“All literacy is multimedia literacy: You can never make meaning with language alone; there must always be a visual or vocal realization of linguistic signs that also carry nonlinguistic meaning. ... Signs must have some material reality in order to function as signs, but every material potentially carries meanings according to more than one code. All semiotics is multimedia semiotics, and all literacy is multimedia literacy (p. 71).

Moreover, Vetrie (2004, p.41) gives a positive attitude on improving students’ literacy skills with the help of movies stating that “movie can be used to increase literacy skills if it is taught as literature”. Vetrie (2004) argues that the use of movies increase students’ literacy and critical-thinking skills stating “... that the use of movies for at-risk students far surpasses literature as facilitation for increasing the literacy and critical-thinking skills of my students, and that includes, surprisingly enough, their reading and writing skills” (p.42).

To summarize, using movies in the EFL classroom has always been important in our globalized world. The advantage of visual media in modern culture is changing what it means to be literate in a globalized world. Nowadays, visual materials have made it possible for anyone to create and share it with others. In our globalized world, learners should develop their essential skills to be visually literate in a visually oriented society. Being visually literate empowers them to cooperate and participate fully in a visual culture.

2.5. The challenges of using movies in the EFL classroom

Using movies in the classroom in terms of learning English can be engaging and helpful for learners who can work in groups, express their knowledge in different ways and construct knowledge. However, teachers can face with many challenges while using movies in the classroom. Many researchers conducted studies regarding the challenges of using movies in the classroom in terms of learning English. According to Stoller (1988), using movies in the classroom needs a huge preparation and therefore, some language teachers can think that this is too challenging. Usually they are rather busy, preparing movie-based lessons is acknowledged too time-consuming, thus it will be easy for them to follow a text book instruction instead of preparing movie-based lessons with related activities. Mishan (2004), for instance, states that this can be rather challenging. To be able to manage the language classes in an interesting and relaxed way instead of providing learners with passive watching movies, it can be essential to plan activities earlier and check learners' knowledge of the vocabulary and topic. In other words, teachers should work with learners' previous knowledge. When learners are aware with the theme and the vocabulary of the movie beforehand, it can be easier for learners to concentrate on the movie.

Similarly, Champoux (1999) points out that using movies in the classroom is time-consuming for the teacher and can prevent time and planning for other classroom activities. Champoux (1999) states that an important factor which may prevent using movies appropriately might be a copyright law. When planning movie-integrated lessons, copyright issues should be taken into account. To explain another challenge of using movies in the classroom, Champoux (1999) mentions that some learners might be against watching English movies with subtitles. Moreover, these movies need more time and energy to follow because learners must read subtitles and watch the movie scenes at the same time. In addition, students prefer watching actors or actresses instead of focusing on some instructional goals. Every student has his/her own favorite actors and actress. When

they watch a movie with their favorite actors, they will focus on the actors, not on the instructional goals. Similarly, Ying and Zhang (2012) agree that learners may attract their attention to the movie actors and actress and forget the instruction and purpose of the movie-based lesson. Thus, while they are exposed to the movie-based lessons, they may not be paying attention to their tasks.

Moreover, Stoller (1988) and Champoux (1999) point out that using movies in language teaching should be done in a way so that both teacher and students will not be passive in the lessons. In other words, the curriculum should be based on the content of the lesson, and movies have to be used as a starting point for other activities. Tasks should be targeted regarding the proficiency level of the students and they shouldn't be too complex in order to keep students' interests and motivation toward movie-based lessons. Tasks should also be activating enough for various types of learners regarding to their knowledge skills or personal identity. It is also essential to keep in mind that learners' reactions toward movies may differ, for instance, some movie scenes can be distracting or disturbing for students.

Furthermore, Gebhard (1996) points out some drawbacks of using movies in the EFL classroom. Firstly, Gebhard agrees that it is time-consuming and takes an effort to find useful authentic teaching materials. Nevertheless, especially movies are available everywhere, for instance, at libraries and the prices of DVD (Digital Versatile Disc) movies are cheap. Another challenge is that sometimes it can create difficulties to find authentic materials in other words movies, understandable to the learners. The last point is that sometimes students may not accept movie-integrated lessons as beneficial learning sources. Using movies can become challenging at times. Teachers should provide learners with a well planned movie-integrated lesson. However, learners can face with many kinds of challenges during the lessons. Therefore, to overcome these challenges, teachers should be careful while planning their movie-integrated lessons.

2.6. Movie-Integrated Approach in the EFL Classroom

2.6.1. Choosing movies

Choosing useful and appropriate movies is important to provide students with interactive activities. Many educators mention that choosing an appropriate movie in the EFL classrooms plays an import role in the teaching process. Allan (1985) mentions some specific factors which must be taken into account while selecting a movie for a potential proficiency level. Firstly, language quantity is important. There should be pauses in the dialogue so that students can follow them. Secondly, movies should provide learners with

sufficient visual support. This means that visual messages should be supported by verbal messages so that students can guess what is happening in the movies. On the other hand, advanced learners can be provided with less picture support in order to receive a greater comprehension challenge in the lessons. Delivery of speech can be another factor that affects learners' comprehension. If there are various different accents or characters speak too quickly, it can create problem for learners to comprehend the target language. Nevertheless, experiencing with different accents can be a significant challenge for advanced learners.

Moreover, Vetrie (2004) states that while choosing a movie, teachers should find one that is close to students' lives so that it can link to their schemata, and attract them with its story more easily. These movies provide foreign language teachers with great opportunities to increase their students' communication skills. Vetrie (2004) uses the term 'schemata' as "a pattern imposed on complex reality or experience to assist in explaining it, mediate perception, or guide response" (p.42). Vetrie (2004) states that teachers should know about their students' needs and select the suitable authentic video to connect to that knowledge. In this case, movies which students have a close connection with make it more possible for them to capture meanings rather than attending to create a base of new knowledge or schemata from the beginning. Moreover, Stephens et al. (2012) agree with the statement that authentic video materials need to be addressing students' needs and related to their background knowledge. Therefore, the chosen movies should be correlated with students' experiences and should increase the issues and themes that are suitable for students in the classroom. This can show good results and great achievements. Aronowitz (1989) also agrees that choosing movies related to students' experience provides teachers with opportunities to improve their language skills: "Beginning from student experience, validating what students know, is just good pedagogy that can influence the process of language acquisition, written expression, in short, learning that are currently grouped under the rubric of literacy" (p.217).

Moreover, Berk (2009) mentions three sets of selection ways that should be kept in mind while choosing movies for language classroom: (1) learners' characteristics; (2) the offensiveness of authentic video materials; and (3) video structure. Firstly, learners' socio-demographic characteristics such as age, gender and ethnicity are important while choosing movies for language classroom. Language teachers know their own students, and these characteristics play an important role while choosing a suitable video. Secondly, offensiveness of the authentic video materials is important. As Berk (2009) mentions, a

student who is wounded by a video "... will withdraw, turn off, and harbor anger, which are emotions hardly conducive to learning" (p.7). It can be difficult to decide which authentic video is offensive regarding to students' own values and beliefs. Thus, language teachers should avoid any that is even probably offensive. Thirdly, the content of the authentic videos plays an important role while selecting the videos. Moreover, Gareis (1997) mentions that choosing only safe and appropriate materials has its own challenges, for instance, learners may lower their interests toward lessons. Therefore, Gareis (1997) stresses that the teacher should watch movies beforehand. She also affirms that students' cultural and religious background should be taken into account while choosing the movies. Teachers should prevent learners from questionable topics by choosing appropriate materials in the movie-integrated classroom.

According to Stoller (1988), while choosing appropriate movies for EFL classes, teachers should take students' proficiency levels, the needs and interests, and a variety of different movie types into account. Nevertheless, all movie types cannot be appropriate for all students because each movie can cover various types of stories. Thus, being careful when selecting and previewing of the movie is important in movie-integrated classrooms. Similarly, Allan (1985) expresses that it is essential to select suitable topics for students. The chosen stories or topics should be interesting with the aim of keeping students motivated in the classes. In general, teachers should know that the topics have to be both interesting and pedagogically rich. Moreover, comprehensibility of the movie is important in language classes. The movie should be comprehensible enough for students so that they can do the related tasks and that the teacher does not have to work too hard in order to help students to understand the language. The movie comprehensibility is not decided only by the complexity of the language but also by the specific requirements on the students by the tasks.

Moreover, Allan (1985) mentions that teachers should be familiar with the material which he or she is using. Watching the video resources without sound in order to understand the visual messages is necessary. After watching the movie without sound, teachers should provide movies with sound in order to clarify whether the target language is comprehensible enough. The teacher should be aware about the reasons why she/he intends to integrate movies into classroom, for what purposes and with which students. He/she should also think if there are any other resources that can be supplied with the movie, and what makes the movie interesting and fun for students. Moreover, it is essential to be aware in advance what the teacher awaits students to comprehend from the movie. It

makes classroom preparations clear. If the teacher knows what kind of classroom methods can be used with the movie, the duration of time with movies and what kind of prior preparation is needed with the movie-integrated classes can be decided more easily.

As a final point, it can be mentioned that by bringing visual media into the classroom, teachers show students how they can learn and practice their language. However, during movie-integrated lessons learners can face with many challenges. Therefore, choosing a useful and appropriate movie plays an important role in movie-integrated classrooms.

2.6.2. Stages of activities used in movie-integrated classes

Integrating movies into language classrooms in terms of teaching the target language, there has been a discussion whether to integrate the whole movie or movie segments. Many teachers prefer to use movie segments as useful extra teaching resources in the classroom because they are motivating and interesting for students. According to the curriculum, the typical two-period class session is less than two hours. Tasks such as settling the students and checking attendance take some of this time. For this reason, many language teachers prefer integrating short movie segments in order to confirm that there will be more extra time for intensive and comprehensive practice of target language (Stempleski & Tomalin, 1990).

Additionally, Roell (2010, p.5) emphasizes that “[i]t is important to have activities, not passive teaching.” Roell (2010) provides some suggestions on how these tasks might be organized and used in the classroom. She recommends that pre-viewing activities should contain classroom discussions regarding the authentic video. It can be beneficial to provide students with an introduction to the movie or a main scene beforehand, if the whole movie is to be shown in class. Roell (2010) mentions that trailers of movies might be applied for this task. In this case, students first watch the movie trailer and then discuss about the details, for instance, about the idea of the movie, characters, plot, and setting. Likewise, foreign language teachers should provide students with warming-up activities such as using the poster of the movie by asking students to give some information about the movie and to guess the genre of the movie. In addition to this, it can be beneficial to pre-teach unknown or difficult vocabulary beforehand, and teachers should work with learners’ schemata. For example, students can be provided with a list of new words from a dialogue or a description of a short scene from a movie, and the teacher can ask the students to guess about the situation that the vocabulary refers to. Moreover, the teacher

can stimulate students' interest in what they will be doing and encourage them to do it well (Roell 2010). Contrarily, Newton (2001) claims that pre-teaching may prevent learners from developing strategies, for instance, guessing the use of context cues or negotiating of meanings with others. Newton (2001, p.31) mentions that: "... all too often pre-teaching vocabulary involves too much teacher-led explanation, and a lack of engagement by learners." Therefore, being trained in this way, students can keep in mind new words or expressions only externally and immediately forget them.

For while-viewing activities, Roell (2010) explains a teaching technique in which the handouts with new expressions from the movie are distributed to students. This technique provides an opportunity to widen an awareness of the movie and conducts a comprehension check. While students watch a movie segment, they have to find the words that are actually used. This kind of technique gives a chance to the teacher to examine students' attitudes and to understand their comprehension based on the movies. The teacher may use rewind, pause and play buttons, and can provide several useful activities while students watch the movies. For instance, teachers can ask students to guess what is coming next, or guess the next character's response, to describe facial expressions and body language, and to concentrate on concrete details, such as names of the characters, dates, or numbers.

Moreover, Stempleski (1987) shares some activities to be used in movie-integrated classrooms. She believed that these techniques which she used in her classes inspire teachers to experiment with authentic videos in their own classes. She recommended a popular technique 'Silent Viewing' for teaching with movies in the classroom. In the following activities such as 'What's the situation?', 'What's the dialogue?' 'Matching dialogues and gestures', students watch movie scenes without a sound. In the 'What's the situation?' activity, before seeing the scene for the first time, students are instructed to answer some questions regarding the scene. Then students watch the scene without sound. After watching the scene, students work in small groups to discuss the questions and give reasons. After their discussion, students watch the scene with sound this time and then discuss their answers in relation to the scene. These activities inspire students to speak more and improve student-student collaboration in the classroom. She also suggested some activities such as 'What will you see?' or 'Who said it?'. In these activities, students are allowed to hear the sound of the movie segment without seeing the pictures. They are instructed to listen to the dialogue and sound effects. Then, they predict the scene about the characters, places, actions and discuss in the groups. Then, the teacher plays the scene with

both sound and pictures this time, and students discuss their answers in relation to the scene.

Using post-viewing activities while watching movies or movie segments plays an important part of learning because students must use their critical thinking skills to show their own ideas clearly and combine information about the movie. Köksal (2004) stresses that post-viewing activities include classroom surveys, a summary of the videos, agree/disagree/unsure activities, creating endings of the story, comparisons, discussions and debates, role-plays and simulation. These activities let learners to analyze their understanding and their readiness to practice the target language. In addition to this, after watching the movies, answering comprehension questions, describing the movie scenes, characters or objects, discussing the particular situations or topics, body language, and acting, role playing, and writing a summary about the movie may be used for practicing particular language skills (mainly speaking and writing). Roell (2010) suggests another post-viewing activity, ‘relationship diagram’ for movie-integrated classrooms. In this activity, students prepare a diagram with the names of all the characters of the movie, their relationships and feelings. He believes that this activity helps students to catch the movie content and clarify their ideas about the movie before a discussing part. Besides, Roell (2010) suggests that to increase students’ interest toward characters, teachers can instruct students to put themselves into a character’s shoes and write a diary or a note from the character’s point of view. Then, each student should defend his or her character. This way, students are given an insight into unfamiliar points of views.

Using above-mentioned activities in the EFL classroom depends on the teaching aims. Activities should be prepared considering the length of movies. To sum up, it can be pointed out that the use of movies in the classroom in an appropriate way is important in movie-integrated classrooms. Thus, teachers during the process of implementation of movie-integrated activities in the classroom should find reasonable ways of providing students with interesting content and tasks.

2.6.3. Short movies

While some scholars support the use of whole movie, some others prefer the use of short movies or movie segments. According to Richards and Renandya (2004, p.365), “it is better to exploit a short (3 to 5 minutes) segment of video thoroughly and systematically rather than to play a long sequence which is likely to result in less active viewing on the part of your students”. Stoller (1988) states that the length of the movie is an important

point to consider. To specify an ideal duration can be difficult, because it can depend on movies, classroom schedule, and availability of the equipment, course aims and students' proficiency level. Nevertheless, if movies are used as a starting point for different language tasks and not just for simple comprehension, it is essential to select movies with a purposeful content. According to Stempleski (2000), language teachers have to be careful while determining for which function each sequence will be used. Are these movie segments used to create a theme-based discussion, to give cultural background, to provide listening or speaking practice or to demonstrate grammar or pronunciation? Which activities will benefit students most? As class time in many ESL (English as a Second Language) classrooms is always limited, using movie segments in the language classes (i.e., mainly a short sequence approach) is agreed by teachers who integrate movie-based practice into their language classes. This approach contains a single-scene approach in which only one movie segment is viewed, or a selective approach based on taking a few scenes from different parts of a movie. Using this approach in the language classroom can encourage students to get involved into class and help them to focus on the course content.

Muslem et al.'s study (2017) used video clips in English classes with the aim of improving learners' speaking skills. A quasi-experimental study with a pre-test and post-test design was conducted. The participants were seventh grade students from Islamic Junior High School at Rukoh. The findings revealed that using video clips in English classes improved learners' speaking skills and supported them with interesting activities. This study suggested that teachers can use the combination of video clips with activities as a supportive teaching tool in their teaching process. Moreover, according to Taylan (2018), Voscreen application (web and mobile application offering different short video clips which come from TV series, movies and songs) can be a useful tool to improve learners' language skills in the foreign language teaching. This application consists of short video segments from movies and students can watch these video segments in the classroom or outside. He mentions that with the help of this application, teachers can create interesting atmosphere for their students. Moreover, he mentions that using Voscreen application in language classes can raise learners' interest in learning and practicing their language skills outside the class, as well.

Additionally, Kabadayı's study (2012) investigates the role of short films in education on the basis of high school and university students. Participants were students from two High schools and Ege University Communication Faculty Department of Radio-Television and Cinema, Turkey. The findings revealed that the students had positive views

toward using short films in language education. Moreover, Mushtaq and Zehra (2016) examined how different components of English grammar can be taught through animated movies. Quantitative and qualitative methods were used in this study. The participants watched movie clips from movies and were asked to identify the use of gerunds. After watching the movie clips, they completed worksheets which consisted of tasks based on the use of gerunds in a sentence. Moreover, they were instructed to write short paragraphs about the main characters by using gerunds in sentences. The findings revealed that video clips from animated movies can be useful in teaching English grammar and can be an exciting process of improving learning ability of language students. To sum up, it is apparent that providing students with a short sequence from a movie can be a better way than overloading students with a whole movie.

2.6.4. Feature films

Improvement in teaching a language requires teachers to provide students with useful and comprehensible materials. Nowadays, using movie-based lessons are widespread among English teachers. However, choosing an appropriate instructional tool plays a significant role in terms of teaching a target language. Using authentic videos in EFL classrooms assists learners in relating their learning a new language with real-life situations, and this makes it easy for learners to comprehend the content quickly (Quinlisk, 2003). Therefore, teaching with feature films does not only stimulate ELLs' (English Language Learner) cognitive learning, but can also be an 'effective instructional tool' (Kaur et al. 2014). Teaching English with feature films allows teachers to make teaching points clear. Moreover, learners can take some experiences from films into their own lives (Blasco et al., 2015). Similarly, Shea (1995) emphasizes that using whole movies is the best way of teaching English:

“If I cut up the movie in five minute segments, focusing on the linguistic structure and the form of the language, the students might never have recognized the emotional force and narrative dynamic of the video as a story about important things in the human experience, aesthetic and ethical things like dreams, imagination, and commitment; things that drive language and ultimately stimulate students to learn it in the first place” (p.5).

According to King (2002), using PowerPoint and DVDs in students' movie presentations shows a possibility for collaborative group work with computer applications. Feature films, as one of the kinds of authentic language teaching materials, which help ELLs to enrich their vocabulary knowledge, develop their linguistic skills and help teachers to enhance students' interests, motivations, and engagements (Chen, 2012). In a research study, Tuncay (2014), for instance, focuses on integrating feature films into the

curriculum as one of the parts of multimedia studies in EFL classes. Data were collected through three survey questionnaires such as likert-scale questions, demographic items and open-ended questions from 100 students who took EFL courses in the English Preparatory Program at Kyrgyz-Turkish Manas University, Kyrgyzstan. Findings of the study revealed that learning English through watching feature movies benefits learners to acquire new knowledge of how English is used in various situations, which is more stimulative than just reading textbooks. Integrating feature movies in the syllabus increases learner's fluency and writing skills, and improves their vocabulary usage. Learners learn how to use language in social situations and various interactional settings. ELLs believe that not only does watching feature films in English class help them with their language learning, but it also helps them to learn something that is even not related to language (Seferoğlu, 2008; Stempleski & Tomalin, 2001; Tuncay, 2014; Yeh, 2014).

In a similar study, Seferoğlu (2008) emphasizes that feature films may provide beneficial exposure and great opportunity to learn a new language for teacher candidates if used purposefully. Her study aimed to find out a group of teacher candidates' views toward integrating feature films in oral communication classes. In her study, data collection tool was a survey questionnaire. The participants in this study were pre-service teachers who took English classes at Middle East Technical University, Turkey. The results revealed that feature films gave students an opportunity to realise how people begin and maintain conversation with others, and they improved their vocabulary knowledge and authentic cross-cultural communication. Moreover, she stated that it is important to set clear objectives in order to receive successful results from movie-based lessons. Besides, it is essential that teachers should not let learners connect movies with leisure and entertainment but encourage them to watch movies actively to achieve specific goals. A further research study investigated pre-service teachers' initial views towards using feature films in language teaching and how these perspectives evolved after their microteaching experience by using feature films. A group of pre-service EFL teachers' microteaching experiences that were based on using segments from a film and designing appropriate activities for the language used in these segments to teach some idioms, slangs or cultural elements reflected in body language, gestures or mimics were found to be an interesting, challenging and fun experience by these pre-service teachers (Yayli, 2009).

Lin (2002) in her research study examined the efficacy of promoting student – centered approaches in association with a curriculum. The participants were 93 freshmen students from Chinese Culture University. She aimed to examine the effects of these

teaching approaches on students' motivation, listening and speaking production, and their sense of autonomy. Both experimental and control groups of students participated in the study and the data were collected through a motivation and attitude toward movie-based instruction survey, a survey on the applicability of the learner centered approach, interviews, a self-assessment survey about English language proficiency and attitudes, listening comprehension and oral production tests and a motivation survey. The findings revealed that the experimental group showed more positive views towards movie-based instruction than the control group. The experimental group who used movies as a teaching resource showed a significant achievement in speaking rather than the control group, but demonstrated no significant difference in listening comprehension.

Some language teachers and scholars believe that instead of the whole movie, movie segments can be used and should be provided with useful tasks for the practice of the target language (Canning-Wilson 2000); however, other scholars do not support this statement stating that providing students with chunks or movies segments represents a danger of changing the focus from meaning and fluency. Thus, the entirety of the movie may suffer.

In another study, Wang (2016) focused on identifying how experiencing with English feature films can influence Chinese College students' views toward learning English. Participants were 113 Chinese College students from different majors, and they were instructed to complete a five-point Likert-scale survey with 21 items. The results showed that different major students had various ideas on how watching feature films affect their English learning. English and social study major students agreed that watching feature films improved their language usage in different contexts. However, students from medical science majors didn't agree that feature films can improve their language usage. The results of this study also revealed that watching feature films helps learners to improve their receptive skills. In short, it is obvious that using movies in different ways can encourage learners to view and practice their language in different ways.

2.6.5. Captioned movies

Watching movies is an enjoyable way to improve students' language skills but the most important point when using movies is choosing an appropriate way for the design of movie-integrated classrooms. Some researchers support using subtitled movies in the classroom. In a research study, Markham (1999) investigated how subtitled TV affected beginner, intermediate and advanced learners' listening comprehension skills. The participants were provided with two subtitled videos, and the topics were unknown to

students. Each group watched videos both with and without subtitles. He examined the students' comprehension through multiple-choice questions based on the language of the video. The results revealed that all three groups showed better results. It was concluded that this experience helped learners to increase their listening and reading comprehension at the same time.

Another research study which conducted by Koskinen et al. (1991) was on teachers' use of authentic videos in creating, developing, and integrating a number of different classes. They conducted a research study engaging 45 students for whom teachers used supplemental readings using captioned situation comedies, cartoons, and science-fiction movies. Many interesting results were revealed in this study. Firstly, both teachers and students were satisfied with the practice, and student motivation was high. Secondly, language teachers expressed that TVs with subtitles contributed a lot to learners' knowledge of vocabulary. The teachers stated that video captioning supported the development of other skills, for instance, guessing the plot, sequencing events and analyzing characters. Finally, teachers reported that students seemed to stay on-task while completing the activities, an indication of high motivation. However, Danan (2004) mentions the advantages and disadvantages of audiovisual materials as well as strategies that might optimize the use of captioned video material. Danan (2004) indicates that researchers should analyze successful language learners as models who seem to be able to process information through captions easily. The conclusion indicated that captions with authentic videos can guide learners to significant improvement in their listening comprehension as long as they lead learners to take advantage of relevant strategies.

Further, Neuman and Koskinen (1992) in their study advocated using captions as suitable resources of comprehensible input and studied their ability to encourage incidental word learning of language learners. The participants of this study were 129 Southeast Asian seventh and eighth grade students. These students watched different TV segments designed for 8 to 12-year old ones, and were divided into three different groups. The first group watched segments with closed captioning, while the second group watched without captions. For the third group, captioning was not provided on-screen, but in a separate script format. The results showed that the group with captioning scored higher than non-captioned participants, as well as those with separate scripts. These findings indicate that on-screen presentations of new words help students in the acquisition of vocabulary and meaning when cooperated with comprehensible input of video and sound.

In Garza's (1991) study, after viewing video programs with and without captions, the students were asked to retell one video segment, keeping it as close as possible to the original English segment. The participants of the study were third and fourth year students from the University of Maryland at College Park, MD, and Georgetown University, Washington, D.C. The study revealed that the students who viewed with captions subsequently remembered and used more of the original expressions from a video segment than those who viewed without captions. Besides, related to this researcher's study is the work of Markham and McCarthy (2001), who investigated the effects of Spanish captions, English captions, or no captioning on the L2 comprehension of students. This study was conducted with 69 participants, and three groups were formed. Each of these groups was asked to view the same DVD passage with Spanish, English, or no captioning respectively. After watching the passage, the learners were instructed to provide a written summary of it and to complete a 10-question multiple-choice quiz. The findings revealed that English captioning was beneficial for students' comprehension; students in the English captioning group performed at a considerably higher level than either the Spanish or no captioned groups. In addition to this, participants in the Spanish captioning group showed higher score than those with no captions at all, emphasizing that there is some pedagogical value in captioned video in both languages in the L2 classroom.

Moreover, according to Salomon (1984), learners see themselves highly effective at processing information from captioned television. A major problem for below-average readers is to attend to the reading task. The printing world has often been threatening for these students, and many have found that the best way to deal with this threat is to avoid reading. The captioned television in the instructional setting can help students to overcome this avoidance. They should be encouraged to watch captioned television so that they can be more interested in reading (Koskinen et al, 1985; Koskinen, et al, 1991). Captions promote language learning by helping learners to visualize what they hear, especially if the input is slightly beyond their linguistic ability (Danan, 2004). Captions may increase language comprehension by facilitating additional cognitive processes, such as greater depth of spoken-word processing (Bird & Williams, 2002). Furthermore, Pujola (2002) investigated the strategies used by Spanish-speaking ESL learners who used Web-based multimedia videos. She tried to find whether the learners chose to use captions or transcripts when watching videos and found that those with poorer listening skills used captions and transcripts more for help with comprehension. On the other hand, the learners generally stated that they had better experiences with captions than with transcripts

because they felt that their listening was improving along with caption use, whereas with transcripts they were only practicing their reading.

To sum up, it is apparent that movies benefit learners to a great extent in this globalized world. Integrating movies into classroom improves learners' needs, their listening and reading skills and have positive effects on learners' social and cultural knowledge. Thus, integrating movies into education contributes a lot for the education of linguistically competent and visually literate students in language classes everywhere.

2.7. Using movies to improve learners' cultural awareness

2.7.1. The Definition of Culture

Many scholars have tried to give a definition of the word 'culture' in their research studies. According to Kramersch (1998, p.10), culture is a "membership in a discourse community that shares a common social space and history, and common imaginings."

Liddicoat et al. (2003) define culture as:

"A complex system of concepts, attitudes, values, beliefs, conventions, behaviors, practices, rituals, and lifestyles of the people who make up a cultural group, as well as the artifacts they produce and the institution they create" (p. 45).

Atkinson (1999) distinguishes the differences among the so called 'big-C culture' and 'small-c culture'. The big-C culture develops factual knowledge about fine arts such as painting, music, theatre, movie, sculpture and dance. And the small-c culture, on the other hand, consists of a wide variety of aspects, many of which are connected to beliefs, perceptions, norms and values, social relationships, celebrations, the use of physical space, body language and patterns of interaction. Moreover, Nguyen (2017, p.151) suggests three levels of learners' outcomes in learning culture:

- The first level is cultural knowledge: Learners are expected to gain, to a certain extent, information about the target language culture, their own culture or some other cultures. This information may include, but not limited to, people, customs, and habits, folklore of everyday life, cultural products, literature and art.
- The second level is cultural awareness: Learners should have good cultural knowledge. They are expected to be able to raise their perception and awareness of cultural values and beliefs, make comparisons and contrasts between others' culture and their own culture. They understand strategic cultural cues or principles to communicate and integrate successfully in different cultural contexts, while still maintaining their own cultural identity.
- The third level is cultural competence: Learners should have broad cultural knowledge and deep cultural awareness. They are not only able to understand and participate successfully in cross-cultural contexts, but also able to self-experience, reflect, analyze, argue and construct their own critical views of different cultural issues and their positive cultural identity.

Many researchers have demonstrated that language and culture are related to each other (Brown, 2007; Kramersch, 1998; Kuang, 2007; Savignon & Sysoyev, 2005; Schulz, 2007; Tang, 1999) and are best procured together (Schulz, 2007). Culture is important in

terms of learning a new language with the aim of increasing learners' communicative competence. Language competence and culture are closely related (Rodriquez, 2000). If the major purpose of teaching communicative language is to provide students with meaningful interactions in real-life situations with native speakers of the target language, it is necessary to provide learners with new information about the new culture as well so that students can know how to deal with their communicative challenges (Canale & Swain, 1980). According to Brown (2001), students who are open to the target culture can easily engage themselves into the real-life situations and into the use of language for useful purposes. This is a fact that culture is an important part of language, and language without cultural relevance is useless. Every language is a part of a culture. People from various cultures collaborate with each other and exchange ideas so that they learn others' culture.

2.7.2. Cultural Awareness

In a globalised world with various cultures and languages, cultural awareness is an important part for raising international collaboration and comprehension. When the fact that culture and language are inseparable is considered, learning a new language involves learning a new culture or cultures. Suneetha and Sundaravalli (2010) examine that there is a need to pay attention to intercultural communication in language classes. They discuss some particular techniques and strategies for the teaching of intercultural communication in the classroom. These techniques contain points like learning to respect one's own culture and sharing it with others in order to develop learners' readiness to new cultures. Other strategies contain starting from an ethnocentric to an ethno-relative state of understanding, an acceptance of cultural differences and developing learners' ability to interact with non-native speakers.

Cultural experiences and awareness will be best used when learners engage themselves into the new culture (Istanto, 2008). Nevertheless, when learners have no chances to go abroad, cultural experience and cultural awareness can be provided in the language classroom with authentic materials. Learners' cultural awareness and cultural experiences is focused in Brooks-Lewis' (2014) qualitative action-research study, as well. In this study, she firstly discussed how she developed and used a special introductory English course addressing to intercultural communication and cultural awareness for her learners in Mexico. The participants expressed that comparing and contrasting the target culture with their own culture helped them to be aware of 'real' people conversation and of how cultural differences influenced their behavior, thinking and acts. They also agreed that this teaching approach can be helpful to enrich their respect to their own culture and to

change views about their cultural identity. Similarly, in Waite's (2006) study, the researcher examined how teachers provided cultural information regarding to Spanish-speaking countries. A 'process oriented culture' technique was used in classes. This technique helped learners to be aware of and experience target culture, to compare and contrast it with their own culture, and to increase their positive attitudes for the new language without going abroad.

Cultural knowledge is an important part of our cultural competence. Valette (1986) mentions that cultural awareness, as 'pure information', is important. According to Tomalin and Stempleski's (2013, p.5) view, cultural awareness is "sensitivity to the impact of culturally induced behavior on language use and communication". While cultural knowledge is often carried by somebody else (Tomlinson & Masuhara, 2004), cultural awareness is gained from personal experience. Being culturally aware at a high level can help learners to be aware of others' culture's tradition and their own culture's values and beliefs.

According to Byram et al. (2002), "the role of language teacher is therefore to develop skills, attitudes and awareness of values just as much as to develop a knowledge of a particular culture or country" (p.9). In a research study, Blair (2002) examined how developing ethnographic interview surveys can increase readiness toward learning a new culture. It was revealed that this teaching technique can help learners to acquire more positive understanding of and readiness toward learning a new culture. The participants were students from two second-year Spanish classes. After experiencing interviews with a native Spanish speaker, they stated that they had a chance to cooperate with a native speaker and it was a good experience and great opportunity to increase their understanding of the new culture. Another example of increasing students' cultural awareness is examined in Snodin's (2015) study. In this study, Thai teachers and students' views and experiences toward integrating target culture into English teaching/learning and their views toward course materials and Thai curriculums were examined. Increasing cultural awareness was seen to help students to promote their cultural knowledge. The students expressed that after the course, their views towards the benefits of cultural knowledge changed, and they started to view cultural knowledge as a practical and beneficial part of their lives. Moreover, they developed their awareness of the role of culture in promoting better interaction with native speakers. Related to this, Omaggio (2001) believes that cultural understanding must be shaped and advanced in different ways. Movies or authentic videos, once more, are seen to be equivalent to the undertaking of cultural

progress as movies can demonstrate many cultural points of interest more productively than an educator can. More importantly, acquainting students with the stories exhibited in movies and making comparisons with students' own culture(s) can enhance their cultural understanding.

Further, Fang (2011) conducted a research study investigating 242 first and second grade students' perceptions on teaching and learning culture. The participants were students in a university in Southern China. These participants completed a questionnaire, and a selected group of students were interviewed to gather more detailed ideas from their perspectives. The findings showed these students' positive views towards the new culture and international cultures. The majority of the participants wanted to follow their own culture when learning a new language, but they stated that they started to rethink about their home culture, and increase their cultural awareness and national identity. In addition to this, they improved their awareness about the importance of target cultures. The students believed that their own culture should be represented within the framework of multiculturalism, as well.

To sum up, being culturally aware and sensitive to cultural differences are main skills for learners in an increasingly global world. It is clear that people's cultural backgrounds affect the way they interact in the classroom and how they learn English. By being respectful to others and understanding that we all have different values and opinions benefit us to be culturally aware.

2.7.3. Culture in a Foreign Language Classroom

Using movies or authentic videos in the classroom is a great way to help students to learn more about target language together with its culture. Kramersch (1993) proposes the term 'culture island' for foreign language classes. She suggests that teachers can use posters, pictures or boards to organize a classroom that is essentially a culture island. This way, they can attract students' attention to elicit questions and to make comments. According to Kim (2002), teaching a foreign language should not be only limited to increasing students' language skills (reading, writing, speaking and listening) but it should also increase their awareness of the target culture that is essential in the foreign language.

Moreover, Holme (2002) suggests five views on the connection between culture and language. The first is called the communicative view; it recognizes target language as the most essential aspect in learning a new language. Moreover, culture is separated from the language and can serve as the carrier for the target language. The next is called the

classical curriculum view; it puts the target language in the center of the attention and views culture as peripheral. According to this view, the role of culture is to assist the language so that the value of the language is enhanced. The third view is called the instrumental or culture-free-language view; it considers language as a tool to carry the culture. This is especially evident in the case of English, which is used as the teaching tool in many non-English-speaking countries. These countries do not only communicate in that language but also accept the values and beliefs of the target communities. Another view is the deconstructionist, which claims that a language could be broken apart and analyzed in order to see the social order and value systems that reflect the culture. The fifth view is called competence view. This view considers that culture is closely connected to language as “knowledge of a culture presupposes a competence which is essential to the grasp of language’s true meaning” (p.20).

To sum all the above mentioned views, it can be said that language learning is a process of developing an awareness of the world, and learning cultural knowledge plays an important role in developing learners’ knowledge. Teachers should help learners recognize that language and culture are closely connected, and that enriching their cultural understanding will improve their skills in English language. Thus, being culturally aware benefits learners so that they express themselves correctly in different situations.

2.7.4. Movies as Means of Enhancing Cultural Awareness

Practicing target language might be applied to abstract stereotypes and improve understanding between two cultures and its values, which will serve as a peaceful collaboration between two cultures. Movies chosen appropriately for this aim can be a suitable tool to increase the understanding of cultural diversity. Lively et al. (1998) state that the “very essence of the input text being imbued with native culture is what makes accessing the language in authentic documents so difficult for students” (p.82). They encourage teachers to use videos providing students with extra materials for grammar, new vocabulary, and cultural information in the authentic video. Moreover, Herron and Hanley (1992) have used authentic video material as an advance organizer to acquaint student to a foreign culture. The students that had been exposed to the video prior to reading the text learned significantly more culture than the students that were in the text-only condition. As Cardon (2010) mentions, “one of the primary benefits for university students is that movies are entertaining, engaging and in many cases stimulate curiosity towards other cultures” (p.151). Movies can be very valuable and meaningful practice in understanding the target

cultures and can serve as guidance. They help instructors and students to identify the differences of cultural theories and to construct meanings very easily (Cardon 2010, Mallinger & Rossy, 2003; Tidwell, 2001; Bhawuk & Brislin, 2000).

Furthermore, Zhang (2011) provides an example for teaching Chinese cultural perspectives through discourse from movie clips. It shows how students can be taught differences, alternatives, and critical language and cultural awareness using comparative, reflective, and interpretive methodologies. Moreover, Nur (2014) conducted a research study with 75 participants who were among the students of Faculty of Adab and Humanities UIN Alauddin Makassar. The instrument used in this research study was a questionnaire, and the data were analyzed following qualitative interpretation methods. The findings revealed that movies increase learners' cultural awareness. She concluded that an awareness of target culture helps learners to compare and contrast their culture with others and can prevent learners from a culture shock. The results of Wang's (2016) research study indicate that most Chinese college students agreed that using feature films in English learning can improve their cultural awareness, pronunciation, their understanding of English life, and an appreciation of filming art.

Moreover, Stempleski and Arcario (1992) suggest that movies provide an authentic 'look at culture' tool; it shows how native speakers look at themselves. Thus, carefully selected movies can support learners with topics for cross-cultural discussion, increasing students' awareness of their own and target culture. The target language in movies is authentic and can be represented in the applicable cultural context (Herron et al, 2002; Chapple & Curtis, 2000). Movies can be an invaluable means of improving the use of language more appropriately and allow cross-cultural understanding.

To sum up, the results of the investigations carried out in the above-mentioned studies indicate that movies are windows into culture. It is apparent that the experience of using movies about learning other cultures and observing the cultural elements in movies is a beneficial and important way to increase intercultural understanding between two culture members.

2.8. The effects of movies on developing language skills

2.8.1. Using movies to improve learners' listening skills

Nowadays, the majority of foreign language teachers are curious about using movies in their lessons to improve students' language skills. This practice gives students an opportunity to study target language in an enjoyable way. Many researchers conducted studies to reveal the effectiveness of movies on improving language skills. Hayati and

Mohmedi (2010) conducted a research study to identify the effects of using movies with and without subtitles on EFL students' listening comprehension. They conducted this research study with the aim of identifying the role of unsubtitled/subtitled movies in language learning in the Iranian context. The experiment lasted six weeks with 90 intermediate junior and senior students in Teaching English as a Foreign Language Department at the Islamic Azad University of Masjed Soleyman. They used six episodes of a DVD entitled as 'Wild Weather'. The participants were allowed to watch it with English subtitles, Persian subtitles, or no subtitles. After each session, six multiple-choice tests were conducted to identify their listening comprehension. The findings have found indicated that the English subtitles group scored a higher level than the Persian subtitles group.

In another study, Rahmatian and Armiun (2011) conducted a study on how audio and video documents (i.e. texts) affect the listening comprehension in a foreign language. They conducted this study with 44 adult students at Tarbiat Modarez and Azad Universities in Iran. One of the groups viewed the document while the other group only listened to it. Then question sheets about the document were shared with students, and they were instructed to complete questions with short answers. The findings of this study revealed that authentic video documents can be a good preference for experiencing listening in the language classroom because: "... a video document, by nature, is less tiring and could be tolerated by learners for a longer time compared to an audio document" (p.122). An authentic video document can include characters without frustrating learners. In addition, toward the learners' concentration, the use of an audio document forces learners to listen more attentively and does not necessarily lead to better understanding. The results show that a video enhances the efficiency of listening comprehension because video visualizes what is being said and assists the process of predicting what is going to be said.

Video technology is popular in the field of education because of the active technological improvement (Lewis & Anping 2002; McNulty & Lazarevic 2012). Köksal (2004) states that authentic videos include lively speech which is important for listening comprehension. Moreover, word stress and intonation play a significant role in comprehending the speaker's purpose. Herron et al. (2006) conducted a classroom experiment with college students who studied French. They compared a teacher-centered story-based video material with a French feature film. The aim of the research study was to identify the efficiency of each technique to increase students' listening and grammar

production. The findings of this study revealed that while a text-based instructional program increases learners' grammar skills, a story-based and video-based instructional program enhances both learners' listening and grammar skills. Thus, Herron et al. (2006) claim that language classes with video-based instruction perform higher in terms of an increased listening comprehension than the traditional text-based instructions without authentic video materials.

In summary, it is clear that movies help students to improve their listening comprehension skills. Movie-integrated language practice is a collaborative and exciting way to make learning alive in classrooms. Implementing movie-integrated lessons into the classroom can be a great opportunity for students to overcome the issues which they can face during traditional classes.

2.8.2. Using movies to improve learners' speaking skills

Using movies in the language class is a great way to improve learners' language skills, especially speaking skills. Therefore, many researchers conducted research studies regarding the use of movies to improve students' speaking skills. Lialikhova (2014) conducted a case study in a Norwegian school. Her study targeted to identify how movies would increase pupils' communicative skills. The data were collected by mixed methods: qualitatively with interviews with four English teachers and a observation of teachers' movie-integrated lessons, and quantitatively with a questionnaire. The participants were 105 students from a secondary school. The results showed that using movies in terms of teaching language can efficiently increase communicative language teaching process, transfer changes into ELT (English Language Teaching) classrooms, and motivate students to learn a foreign language, enhance the development of learners' four language skills and improve their vocabulary knowledge. In her study, the teachers used authentic video resources in a content-based approach by providing the students with information on the particular curriculum topic and the participants, discussed it with teachers. This kind of approach produced positive effects on improving learners' speaking skills in the ELT classroom.

According to Washburn (2001), situational comedies give an opportunity to the learner to use language pragmatically. They allow learners to learn how to use the language effectively in various circumstances. Moreover, Washburn (2001) states that television has the advantage of pragmatic use and provides learners with real interaction. Learners cannot be directly engaged in the interaction, thus they can focus and analyze the

patterns of pragmatic language use. Television can give a chance to viewers to access to a wide variety of interactions and speakers with different settings and status.

In another research study, Lucantonio (2000) focused on the use of movies in the language classroom and found that learners have a great interest in learning English with movies. In a traditional English listening and speaking class, students are provided with audio recordings, then they were instructed to listen and answer the questions about the audio materials or assigned to practice a dialogue according to the given scenario. This kind of teaching technique will not be boring for students and their willingness in participating will increase after a certain time. For this reason, movies can be applied as a special audio-visual media and can enrich the information with visual images. Using the visual and auditory images together effectively helps learners to construct their knowledge efficiently, and the development of their comprehension is enhanced.

Furthermore, Al-Muhtaseb (2012) in his research article found positive effects of using movies on increasing learners' pronunciation and speaking skills. His paper shows that the senior English majors at Hebron University had difficulties in the English pronunciation and phonetics; therefore, using English movies and songs in the teaching process helped to determine such issues and enhanced the English majors' pronunciation. The findings of the study revealed that many of Hebron University English majors reach their 3rd and 4th academic years, but suffer from serious problems in English speaking skills. Using audio and visual resources, such as TV shows, movies segments, songs and YouTube resources provided the largest part of phonetics and oral courses and the participants' level of pronunciation improved 28% after watching a short movie than it was before. If in the schools phonetics and oral courses focus on watching and listening to dialogues in English, then much of the speaking challenges would disappear, and a certain improvement would be revealed. Stephens et al. (2012) presented a project called 'The Film Circle', in which five final year students at Universidad de Magallanes in Punta Arenas, Chile participated. They conducted their own research in their individual teaching contexts. In this action research, the participating pre-service teachers designed interactive speaking activities that would be appropriate for public schools. The participants developed a lesson plan that could be used to create a communicative and effective environment for their future students. The findings revealed that this project gave students an opportunity to express their ideas freely and benefited them in terms of learning new words and using these new words correctly outside. The researchers of this study believed that: "it was beneficial to incorporate learning objectives into a project dealing with an

interesting and authentic art form, which was an excellent means to create comprehensible input and communicative activities tailored to our students' level of English" (p.19). It is apparent that movies used in foreign language classrooms as a means of developing learners' language skills is seen highly reasonable by many scholars in different parts of the world.

2.8.3. Using movies to improve learners' writing skills

There are many ways and techniques to improve students' language skills. One of the familiar ways in which you can improve students' language skills is to bring the authentic video materials into English language classes. Many scholars argue about using movies in the language classroom to improve students' writing skills. Aliyev and Ismayilova (2017) conducted a study which focused on teaching writing through using movies among 32 undergraduate students studying at Qafqaz University in Azerbaijan. The action research involved a questionnaire and students were divided into experimental and control groups. Two movies were selected for the experimental group and the movie content was related to the content of the writing unit. This lasted two weeks. Experimental group watched the movies and then they were instructed to do activities at home through online tool Pbworks. In the control group, the instructors used traditional method of teaching writing. Two weeks later, the students were instructed to complete the questionnaire which aimed to reveal students' attitude regarding the movie-based lesson and the wiki applications for the development of the writing skills. The findings revealed that a movie integrated classroom mixed with educational technologies was one of the useful approaches for learners to improve their language and critical thinking skills. This had positive effects on collaborative writing, as well. Moreover, this study concluded that movie-integrated classroom gave learners an opportunity to get ideas for writing.

Another study regarding the use of movies in the writing classroom conducted by Fitriana (2011) aimed to identify the effectiveness of animation movie on students' writing skills. The students' reaction on integrating movie-based approach into classroom was searched. The participants of the action research were eleventh grade students of SMA Negeri 1 Teras, Boyolali. Qualitative and quantitative methods were used as a data collection tool in this action research. Qualitative methods included four tools such as observation, questionnaires, interviews and field notes, while quantitative methods included tests (pre and post- tests). The findings of the research study stated that the students got positive effect in increasing ideas in writing and used the rich vocabulary to

express their opinions. The participants organized their ideas better and could use logical sequencing and produced texts in good cohesion and coherence. The researcher concluded that movie-based approach becomes one of the useful ways in teaching writing.

Another action research conducted by Firman and Fithry (2011) aimed to investigate how using movie could improve English narrative writing. The subjects were ninth grade students at one of the Junior High Schools in Bandung. The data were collected through observation sheets and students' journal sheets. The results showed that the use of movies in the writing classroom motivated students and they were confident in learning writing through movies. Baratta and Jones (2008) conducted an intensive pilot programme of instruction at the University of Manchester, UK. Movies were used as analogues to academic writing in terms of presenting the concepts such as textual cohesion and coherence. The participants were 31 undergraduate students of the University of Manchester, UK, none of whom had previously received any specific instruction in academic writing. The findings revealed that using movies in the classroom can catch learners' interest and motivate them to learn more effectively. And from the metaphorical aspects of the approach, it helps students to learn by visualizing the subject. It can be concluded that movie is an alternative media in teaching writing skills.

2.8.4 Using movies to improve learners' reading skills

Nowadays it is widely accepted that teacher's main role is to guide learners in developing their four skills. Therefore, many research studies conducted regarding the use of movies in the classroom for the development of language skills. Weyers (1999) for instance conducted a research study with an authentic soap opera. Weyers (1999) aimed to identify how authentic soap opera affects learners' reading comprehension and oral production. In his research study, he used a control group and an experimental one. One group was instructed to watch a Mexican television show that lasted 60 minutes for a total of 8 weeks. The other group was instructed the traditional method without authentic video at the University of New Mexico. Before watching each episode, the teacher provided students with a short summary of the telenovela in English. The findings of this experiment suggested that telenovelas are valuable and effective sources in improving learners' reading comprehension skills.

Moreover, Muller (2006) mentions that foreign language teachers can use movies as literature in order to put inexperienced readers at less of a disadvantaged position. Thus, students with good narrative analysis skills can be enhanced. He believes that movies can become an essential way of improving learners' critical-thinking skills which can be

important for both viewers and readers. Similar to Muller's suggestions, Vetric (2004) suggests that authentic video materials can help reading as follows:

“Reading, I have discovered, cannot be taught in isolation. Students who can listen, discuss, and think are going to read more effectively. I can add from my experience in more than ten years of teaching film as literature that students who gain experience in listening, speaking, and writing through interaction with film begin to radically improve their reading and writing proficiency” (p.42).

Therefore, authentic video materials can be connected with reading in the language classroom. Scacco (2007, p.11) claims that: “... using a book and its accompanying film can provide the language teacher with so many potential activities that an entire course could be built around just one title.” It was based on his experience of presenting the movie ‘To Kill a Mockingbird’ to a group of students in Morocco. This encouraged the participants to catch the topics and problems raised by the author of the book. In addition, it was a good experience for the participants to practice their language skills.

Movies and visual aids play an important role in students' lives and cultural understanding. Using movies as a text provides students with opportunities to support communication and reading comprehension. As many researchers argue, movies are an extremely useful tool for education and improving literacy skills. Baines (1996) raises a point on how movie adapted novels can help students in the reading classes. What he states is as follows:

“Lesson plans that capitalize on students' well- established sense of the visual and aural world seem especially effective places to spark enthusiasm for reading. Once students get hooked on topics via non-print media, the chances are much greater that they will actually pick up the printed page and read” (p.619).

While his point sounds good in theory, the value of using movie adapted novels in the classroom is questionable. Some researchers integrated movie adapted reading materials in their studies. Mirvan (2013), for instance, conducted a research study regarding the use of movies to enhance learners' reading skills. He used a questionnaire and a quiz as the data collection tools for his study. Data were collected through students' and teachers' questionnaires. And the researcher examined their views regarding the movie-integrated lessons. The participants were SEEU (South East European University) undergraduate students and six teachers who implemented movies in their classrooms. The study lasted for four months with experimental and control groups. The experimental group watched a novel-based movie in English before they were instructed to read the same novel. The control group was instructed to read novels without a movie –based instruction. The results revealed that movie-based lessons supported students to be active participants in the language classroom and were a useful experience for students. The students were observed

to believe that movie-based instruction gave them an opportunity to practice their language skills with real-life conversations and enhanced their reading skills, as well. The experimental group was more motivated to read a graded book than the control group. He summarized that the movie-based instruction gave students an opportunity to view and repeat texts that had visual and textual information.

Similarly, a quasi-experimental study was conducted by Sarıçoban and Yürük (2016) to analyze the effects of using movies in EFL classrooms on increasing learners' comprehension skills in reading. Their study was carried out with two groups who were students at English Language and Literature Department of Selçuk University, Turkey. The control group was instructed to read a book entitled as *Elizabath: the Golden Age* which was the extensive reading resource for both groups. The other group, the experimental one, was instructed both to watch the movie of the book and to read the book. At the beginning of the study, two groups were introduced to the book, and provided with a list of new vocabulary words and phrases used in the book. The participants were given some pre-reading questions as a brainstorming activity. After the movie sessions, the participants of the experimental group were instructed to complete the post-reading questions with the control group. According to the quantitative part of this study, the experimental group of students completed a questionnaire which aimed to capture their views toward using movies in language classes. The findings of the research study revealed significant differences between the experimental and the control groups of students toward using movies as a teaching tool in the language classroom. The study concluded that the visual context enhanced the participants' comprehension skills in reading.

Briefly, we know that learners are highly motivated to learn through movies and television. Getting learners to read independently and motivating them to read is often a challenge. Therefore, integrating movies into classroom to improve learners' reading skills can be more interesting for learners. There are several research studies regarding using movies in the classroom to improve students' reading skills. As a follow-up, in the present study, the main purpose is to investigate how short segments from movies help learners raise their cultural and social awareness in an advanced reading class. In essence, this study aims at finding a group of pre-service EFL teachers' views toward studying reading together with short segments from movies.

CHAPTER 3

METHODOLOGY

This chapter presents information about the research design of the present study. Moreover, the selection of the participants, instruments and the data collection procedures are provided. Furthermore, data analysis employed in the present study is presented.

3.1. Setting and Participants

The current study was conducted at an ELT Program of a state university in Turkey. ELT programs within faculties of education accept pre-service English language teachers who are trained for four years (without a preparatory year). At the end of their education, they can have the chance of working as language teachers. During their education, they take both field-dependent and pedagogical courses as elective and mandatory courses.

The study was carried out with a group of ELT program students at a state University in Turkey. The whole study was completed during the spring semester of the 2016-2017 academic year. In essence, this study was implemented with the participation of 30 first-year pre-service teachers enrolled at an ELT Program of Pamukkale University. In the present study, the main aim was to investigate these pre-service EFL teachers' views toward studying reading supported with short segments from movies in their advanced reading class. Advanced reading class is a three-hour mandatory class that is in the first year of the program. The advanced reading classes were chosen for the integration of movie segments because reading classes are one of the most available sites to integrate and practice culture. Besides, among the themes and topics studied in the advanced reading class (See Appendix 6) were language and literature, space exploration, cross-cultural view points and etc. These themes and topics made this class a good instructional site for the integration of movie segments.

First of all, the course instructor's views were gathered about the class and the teaching routines. According to the themes in the reading curriculum, the researcher decided on the movies. For each week, the researcher prepared a lesson plan for the movie-integrated class (See Appendix 7 for a sample lesson plan) and shared this plan with her advisor and the reading course instructor before the actual lesson. The problematic points were dealt with through discussion. The students' consent for the study was taken by both the researcher and the course instructor. The participants were informed about the details

of this new practice beforehand. In Table 1., some information about the participants was presented.

Table 1. Distribution of participants regarding their gender, age and their position

Variables	level	n	%
Gender	Female	20	67
	Male	10	33
Age	18-19	9	30
	20-21	21	70
Participant details	1st year ELT pre-service teachers at a state university in Turkey	30	

Among a total of 30 participants, 20 (67 %) were female, and 10 (33 %) was male (See Table 1.). In terms of age, 9 (30 %) of them were between 18-19 years old and 21 (70 %) of them were between 20-21 years old. All 30 participants were first year ELT pre-service teachers studying a state university in Turkey. During the class time, initial and final questionnaires were implemented and all these 30 participants took both the initial and final questionnaires without a failure. Only six of them participated into the oral interviews which were done at the beginning and at the end of the study. These participating students were chosen according to their class performances in the advanced reading class. They were chosen among the most talkative students randomly. Since the researcher was not the instructor of the group, the course instructor recommended these students as the most talkative and interested students in class.

3.2. Instruments and Procedures

In the present study, the research design was qualitative. Qualitative aspects of the research aimed at examining participants' views regarding the use of short segments from movies in the language classroom. The main purpose was to investigate how short segments from movies can help learners raise their cultural and social awareness in an advanced reading class. According to Parahoo (1997), qualitative research is interested in individual experiences and the uniqueness of each individual's responses, and the data are collected from people in their own environments, taking into account their own social and cultural situations. In addition, Creswell (2014) states that:

Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social and human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data (p. 32).

Two open-ended questionnaires were used in the present study. As the first step, at the beginning of the semester, participants completed an initial questionnaire as a prior to the movie-integrated study. And as the second step, interviews were conducted orally with six of the participating students who were chosen randomly. After initial questionnaire and interviews were completed, teaching sessions with movie segments were conducted in advanced reading classes for six weeks. Finally, final questionnaires and interviews were conducted with the aim of identifying participants' views towards movie-integrated classes. Besides, the participants kept a film response journal during these six weeks and they noted down their entries after the movie-integrated classes every week. The entries of the participants were shaped according to the questions provided by the researcher at the beginning of the teaching sessions (See Appendix 9).

The items in the questionnaire were developed after a through reading of existing literature and open-ended questions were developed to collect ELT Program students' views toward using movies in the classroom. First of all, the researcher administered an open-ended questionnaire including two items (See Appendix 1). From the responses, the item pool for the open-ended questionnaire was developed. In addition to this, four experts helped to evaluate and edit the questionnaire in terms of the content validity and clarity of the items. Three of the experts were ELT instructors and one was a Turkish language instructor. Then, the questionnaire items were piloted with group of ELT Program students other than the participants. After piloting the questionnaire, these items were revised and they took their final shape. Moreover, for in-depth analysis of research study, interview questions were taken from the questionnaire items. They were translated into Turkish language. Four experts checked the language of the interview questions and five students from the same group were interviewed with the aim of evaluating the clearness of questions. After these piloting and analyzing stages for the items of the questionnaires and the interviews, the researcher conducted the questionnaire and interview questions with the participants for the study. In addition to this, film response journal questions were developed in line with the questionnaire items.

3.2.1. Questionnaire

Pre-service teachers were instructed to respond to the initial questionnaire (see Appendix 2) including eight open-ended questions at the beginning of the semester. The main purpose was to identify the participants' views regarding how short segments from movies can help learners raise their cultural and social awareness in an advanced reading

class. and their previous experiences in movie-integrated classes. Moreover, they were asked to state their gender and age. At the end of the teaching sessions, which lasted six weeks, the participants answered a final questionnaire again with seven open-ended questions (see Appendix 3) so that the researcher captured their final views on practicing movie-based classes, possible benefits and challenges they faced while watching movie segments and effectiveness of movies in achieving a membership to the target culture and how new social and cultural elements in movies contributed to their future teaching.

3.2.2. Interview

Initial and final interviews were conducted with six participants before and at the end of movie-integrated teaching sessions. Participants for initial and final interviews were recommended by the advanced reading course instructor. They were chosen among the most active and talkative ones in class. Being verbose in the interview plays an important role to collect a substantial verbal data; therefore, talkative students were invited to participate in the interviews. Following the course instructor's views about the students, these six participants were specified to collect comprehensive data for the study. The initial (see Appendix 4) and final audio-taped interviews (see Appendix 5) were transcribed for data analysis. The interview questions were in English originally but questions were translated into Turkish language and the interviews were conducted in Turkish language in order to give participants an ease so that they could express their ideas more fluently in their own language. The interviews lasted approximately 15-20 minutes for each participant. The interviews with participants were administered in one of the office rooms in the Faculty of Education. Following Creswell (2014) who mentions that conducting an interview should allow individuals to talk openly about a topic and describe his or her experience freely, the researcher tried to create a quiet and stress-free environment for the interviews.

3.2.3. Procedure

Stempleski and Tomalin (1990), Stephens et al. (2012), Massi and Blazquez (2012), Roell (2010), Harrison (2009), and Köksal (2004) agree that lessons with authentic video materials should be provided with pre-, while- and post-viewing activities in order to receive more effective and enjoyable lesson. Therefore, the researcher prepared pre-viewing, while-viewing and post viewing activities for the use of movie segments from movies in the teaching sessions. Lesson plans with the activities in three stages were

developed (See Appendix 7 for a sample lesson plan). Participants watched movie segments without subtitles. These movie- integrated sessions were done as a part of the advanced reading class and lasted for six weeks. Each teaching session lasted for about 50 minutes. Movies for each session (See Appendix 8) were chosen regarding the topics and themes of the advanced reading class which were highlighted in the curriculum (see Appendix 6). The researcher used *AVS Video Editor* program to prepare movie segments from movies for each teaching session.

3.2.3.1. Pre-viewing sessions

Before watching the movie segments, the participants were provided with some pre-viewing activities, including watching the trailer and brainstorming questions. The purpose was to provide students with the necessary background so that they could comprehend the subject of the movie and share their ideas with classmates, guess the content of the movie from the poster. In addition to this, the researcher prepared worksheets with key words in order to draw students' attention to the subject. Regarding to this, Harrison (2009) claimed that vocabulary preparation beforehand can reduce students' failure in the lessons. Thus, providing students with key vocabulary lists beforehand familiarize learners with the key concepts and terms which they can encounter in the activity and benefit teachers to receive more active classes.

3.2.3.2. While-viewing sessions

During the teaching sessions, participants were provided with while-viewing activities regarding the movie segments. True-false activities, finding mistakes activities, fill-in-the blanks activities, watching movie segments without sound and ordering the events types of activities were used in the sessions. In the activity where the participants watched movie segments without sound, they were instructed to predict what was happening in the movie. Then they compared their predictions with sound. With true-false activities, the participants this time watched movie segments twice without subtitles. The researcher gave them sentences taken directly from the script. And the participants decided whether each of the following statements was true or false. Another activity was completing the words. In this activity, the students watched movie segments with sound. The researcher gave them sentences taken directly from the script with some missing letters. The researcher gave them a minute to scan the dialogue before seeing the movie segment. While watching the movie segments, the participants completed each word so that they were properly spelled. Besides, some activities with multiple choice options

regarding the movie segment were administered. The participants were instructed to choose the right option regarding the segments while watching the movie segment. Moreover, the participants were provided with worksheets with the main character's speech and they completed his/her speech following the movie segments. Additionally, the participants completed worksheets with the sentences taken directly from the movie segment. Each sentence had a mistake and the participants tried to find these mistakes and rewrite them correctly while watching the movie segments. Moreover, as another activity type, the researcher stopped at any stage of the segment while the participants were watching and asked them what would happen next. Then, the researcher gave them some feedback related to their answers. Later participants watched the second part of the movie segment and compared their answers. All these above-mentioned activities aimed to provide students with enjoyable time in movie-integrated teaching sessions and stimulate their interest towards raising their cultural and social awareness in the advanced reading class.

3.2.3.3. Post-viewing sessions

After viewing short movie segments, the participants were provided with discussion questions regarding the movie segments, were asked to share their ideas with classmates and compare the differences between two cultures. In this part of the session, the participants were provided with some specific questions regarding their daily routines, traditions and experiences, and they shared their views with their classmates. They were instructed to talk about the main character's relationships and give their own opinions towards scenes. Pair-work activities regarding the movie segments were conducted in these sessions. The participants interviewed their pairs regarding the given theme by using questions from the worksheets, and they were encouraged to create their own follow-up questions. The main purpose in these activities was to help participants to increase their cultural and social awareness. As Harmer (2007) states, teaching resources are educational tools to help teachers to provide students with variety of ways for learning a new language. Thus, using different teaching activities in the classroom can enhance language learning quality and support student participation.

3.2.4. Film response journals

In the present study, the pre-service teachers were instructed to keep journal entries for each movie-integrated practice in class. These journals included a brief summary of the segments and the participants answered some questions (See Appendix 9). After post-

viewing sessions, the participants were given 15 minutes to answer these questions. They were instructed to write down all the new vocabulary which appeared in segments and the social and cultural elements that were similar and/or different from their own culture.

3.3. Data Collection

In the present study, a questionnaire including initial and final open-ended questions, interviews with a group of participants and film response journals were used to collect the data. At the beginning and end of the teaching sessions, the initial and final questionnaires (See Appendix 2 and Appendix 3) were distributed to the participants, and they were informed about the data collection tools and the purpose of the study. Then, initial and final oral interviews were administered with six participants to collect more detailed data regarding the participants' views on movie-integrated classrooms. For improving the reliability of the research study, the interviews were audio-taped and transcribed for data analysis. Moreover, during the teaching sessions, the participants were instructed to keep film response journals. They were provided with some specific questions regarding the movie-integrated teaching sessions. After each session, they were instructed to write their answers into their journals. At the end of the semester, all film response journals were collected for data analysis. In addition, the participants were acquainted that the information collected via questionnaires, interviews and film response journals would be confidential and be used only for research purposes.

3.4. Data analysis

The qualitative data of the present study were gathered from the initial and final questionnaires, initial and final interviews and film response journals. Before the teaching sessions, the participants were instructed to complete initial questionnaire items with which the researcher aimed to identify their views regarding raising cultural and social awareness in an advanced reading class through movies segments and to examine their previous experiences with movie-based lessons. As Dörnyei (2003) mentions, “[i]f the questionnaire is well constructed, processing the data can also be fast and relatively straightforward” (p.9). At the end of the teaching sessions, final questionnaires and interviews with six participants were conducted with similar purposes, but this time the participants' views about the movie-integrated teaching sessions, their possible challenges and their views on integrating movies into their future teaching were inspected, as well.

To analyze the questionnaire and interview data, content analysis was administered by the researcher and a colleague. As Zhang and Wildemuth (2009, as cited in Sandorova,

2014) outline, “qualitative content analysis goes beyond merely counting words or extracting objective content from texts to examine meanings, themes and patterns that may be manifest or latent in a particular text” (p.308). Additionally, Cohen et al. (2007, as cited in Sandorova, 2014) define content analysis as the process of four “C”s, i.e. coding, categorizing, comparing and concluding. In this respect, after teaching sessions, the researcher started coding the participants’ responses to the initial and final questionnaires and their interview transcripts. Then, the researcher categorized them into groups according to the research questions posed earlier. Final interview questions included some similar questions used in the initial interview, and also final questionnaire included some common questions with the initial questionnaire. The data analysis proceeded in line with what Lynch (1992, as cited in Brown, 2001) suggested as follows:

Questionnaires are not always considered sources of qualitative data. Especially when the questionnaires are to be answered on some sort of a rank-ordered scale, the researcher is obviously forcing the data into pre-existing categories. However, when the questions are general and open-ended enough, the resulting data begin to resemble what people actually say in response to such questions in interviews (p.75).

Interviews were conducted in Turkish to ease the data collection process believing that the participants could express their ideas more freely and fluently. As Bogdan & Biklen (2003) state, qualitative interviews suggest the interviewer freedom to follow a range of topics and offer the participants a chance to build the content of the interview. Therefore, interviews were conducted in the present study. Before coding the interview data, the researcher translated the participants’ responses into English. Besides, the researcher numbered participants to keep their anonymity and while quoting some of their sample responses, she referred to the participants’ numbers. The participants’ initial and final questionnaire and interview responses were referred with their initials (e.g. I. Q. P1 for Initial Questionnaire Participant 1; I. Int. P1 for Initial Interview Participant 1; F. Q. P1 for Final Questionnaire Participant 1; F. Int. P1 for Final Interview Participant 1). As Dörnyei (2003) adds, “opinions differ widely as to whether respondent anonymity actually fulfills its purpose in encouraging honesty and willingness to disclose” (p.24). Therefore, since the participants’ views, experiences and individuality were the main points in the study, their anonymity was respected.

At the end of the teaching sessions, the researcher gathered participants’ journals which they kept during the semester. Similarly, the researcher analyzed and coded the transcripts of participants’ journals in line with the research questions, as well. In their journals, the participants were instructed to highlight all the new vocabulary which

appeared in segments and the social and cultural elements that were similar and/or different from their own culture. They had an opportunity to write down new elements which they faced during the sessions. This way, the researcher aimed to gather meaningful and comprehensible data for the present study.



CHAPTER 4

FINDINGS

In this chapter, the results of our data based on the research questions were presented. The findings were presented according to the research questions of the study. In the current study, first of all, the main purpose was to investigate how short segments from movies can help learners raise their cultural and social awareness in an advanced reading class. Secondly, the researcher aimed to find pre-service EFL teachers' views toward studying reading supported with short segments from movies in an advanced reading class. Thirdly, the study aimed to find out pre-service teachers' views toward integrating movie-based lessons into their future teaching. Besides, at the end of the teaching sessions, with the help of final survey questionnaire and final interviews, the participating students' views about their cultural and social awareness raising with the help of movie segments, and their possible challenges while watching movie segments were inspected. With these aims in mind, the current study attempted to identify answers to the following research questions:

1. What are the participants' views regarding studying reading supported with short segments from movies?
2. What are the participants' views towards integrating movies into their future teaching?
3. What are the participants past experiences with movie-integrated language learning?
4. What are the pre-service teachers' views on the effects of their cultural and social awareness raising with the help of movie segments?
5. Did the learners have any challenges while watching movie segments in their advanced reading classes?
6. Did differences and or/similarities of social and cultural elements in movie segments influence the learners' own social and cultural lives?

Each research question was analyzed by interpreting initial and final survey questionnaire data and initial and final interview data. Moreover, the entries in the journals kept by these participants throughout the semester were examined under the light of the research questions. The findings to each research question were presented below.

4.1. Findings for the Research Question 1

What are the participants' views regarding studying reading supported with short segments from movies?

The first question of the study focuses on the pre-service teachers' views regarding studying reading supported with short segments from movies. Participants' responses to the following question varied; thus, their views were categorized under the following themes: (a) language improvement, and (b) making learners' individual differences visible.

4.1.1. Language improvement

The pre-service teachers' responses regarding movie-integrated classroom were found to be about its effects on improving learners' language skills. According to pre-service teachers' views, movies are one of the most useful and beneficial routes of improving learners' language skills and can be used as one of the funniest ways of teaching English. They found it helpful and interesting in terms of practicing English in their everyday life. Regarding the findings of the current study, using movie segments in the classroom helped these pre-service teachers to improve their listening and speaking skills. They expressed that the topics from movie segments facilitated their communicative skills. The pre-service teachers stated that practicing their communicative skills in the lessons inspired them to speak more. They believed that practicing their speaking skills in the classes motivated them to socialize with their friends. Moreover, they commented that movie-integrated teaching practice provided them with real-life conversations outside the classroom. It was very effective and useful because learners were exposed to real conversations. The majority of the participants agreed that the pair work activities made them willing to speak in English. Therefore, movie-based classes were observed to enhance learners to be more active in class and gave them a better chance to practice their English with the help of different activities in the lessons. Moreover, they expressed that visual learning became important to improve their listening skills. Regarding the participants' responses of the present study, it can be said that at the beginning of the teaching sessions, they had problems with their listening skills. However, using movie segments in the classroom enhanced their listening skills. They started to complain less of their listening success in movie sessions. They stated that they started to visit more educational websites and practice their listening skills. They were sure that this experience encouraged them to improve their listening skills. In their final responses, the pre-service

teachers proved that using movie segments in the classroom helped them to enhance their all language skills.

Movie-based lessons helped me to increase my listening skills. This method can help to improve learners' cultural awareness. (F. Q. P3)

With the help of the movie segments, I improved my speaking skills. (F. Int. P5)

Increasing oral communication skills can be one of advantages of movie-based lesson. I practiced it in lessons and I am happy to join this class. (F. Q. P17)

I realized that using movies in language learning is a beneficial way in terms of developing students' visual memory and listening skills. (F. Q. P20)

Some teachers speak in Turkish in English lessons. However, I liked this approach. It helped me to practice my communication skills all in English. (F. Q. P21)

Moreover, the pre-service teachers added that during these teaching sessions, they improved their pronunciation. With the help of movie segments, they stated that they learned how to pronounce words correctly. They stated that this way of learning English was beneficial for them to learn new words and pronounce them in correct ways. The participants of the present study realized that they pronounced many words incorrectly before. But after their experience with these teaching sessions, they tried to pronounce words correctly and enjoyed watching movie segments at the same time. In sum, most of the participants of the current study found using movies in the classroom as one of the beneficial ways of developing their pronunciation skills.

Movie segments helped me to pronounce new words correctly. After teaching sessions I tried to practice my pronunciation. (F. Q. P11)

I realized that watching movie segments was the best way of enhancing my pronunciation skills. (F. Q. P25)

While watching movie segments, I recognized that I pronounced some words wrong. But with the help of the movie segments, I learned how to pronounce them correctly and practiced my pronunciation. (F. Int. P3)

I learnt many new words and phrases and practiced these words with their correct pronunciation. (F. Q. P27)

The pre-service teachers' responses also showed that teaching sessions with movie segments helped them to enrich their vocabulary knowledge. The majority of the participants of the present study expressed that movie-integrated classes helped them to enrich their vocabulary knowledge. The participants of the present study mentioned that their lack of vocabulary was the main problem at the beginning of the teaching sessions. However, they positively expressed that providing activities with new vocabulary regarding movie segments at the beginning of the teaching sessions and writing new words in their journals facilitated their comprehension. Moreover, regarding pre-service teachers' views on studying reading supported with short segments from movies, it can be mentioned that this helped them to improve their vocabulary knowledge and to understand the meanings of newly met words.

In our lessons, keeping journals helped me to enrich my vocabulary knowledge. (F. Q. P5)

Vocabulary activities regarding movie segments helped me to improve my word knowledge. (F. Q. P18)

With the help of the movie segments, I had the experience of learning new words and phrasal verbs. These experiences helped me to talk with my foreign friends at the university. (F. Int. P6)

I think movies are beneficial. With the help of the teaching sessions, I have learned new words and this helped to enrich my vocabulary knowledge. (F. Q. P29)

Linked to their language development, a few of the participants stated that movie-integrated lessons can increase learners' visual literacy skills, as well. Through watching movies, learners can focus on important events or elements in the movies and start to gather information or ideas focusing on the images. Therefore, integrating movie-based lessons can be useful for teachers and help learners to raise their visual literacy skills.

4.1.2. Making individual learner differences visible.

Some participants' views about the using movie segments in an advanced reading class were coded under the theme of making individual learner differences visible. These participants commented that using movies in the classroom can help teachers to differentiate the classroom instruction based on learner differences. These participants believed that the differentiation of classroom instruction improves learners' motivation and

interests in the classroom. In the current study, the pre-service teachers mentioned that using movie segments with activities (pre-viewing, viewing and post viewing) raised their interests in the lessons. They commented that these teaching sessions were interesting and they enjoyed this active but not passive watching of the movie segments.

More educational and interesting movies enhance learner's motivation and interests. (F. Int. P1)

Using movie segments in the reading classes was a fun way of improving language skills. It was a good experience for me to improve myself and exchange ideas with others. I felt that I became more social. (F. Q. P1)

Sometimes students get bored in the lessons. I found out that this approach can be helpful to increase learners' interests in the lessons, especially the ones who can lose their attention easily. (F. Q. P9)

It was very beneficial, interesting and motivational to use activities after watching the movie segments. (F. Q. P30)

Regarding my experience with movie segments, I can say that integrating movies into language classes attract students' interests in the lessons. (F. Q. P4)

One of the factors which learners faced in these teaching sessions was their anxiety while participating in the lessons. As they mentioned in their final interviews, they became more anxious when they compared themselves with other learners in the class and found themselves less proficient. They noted that they were worried about their speaking skills while their friends spoke fluently than they did. In this situation, their anxiety raised and they became passive in the lessons. However, they expressed that watching movie segments in their classroom was helpful because they felt more confident. In other words, movie segments became useful in reducing their anxiety in terms of learning a new language.

Movies help us to use phrases or elements from movies in our everyday life. I think it helps to reduce learner's anxiety to communicate out of the classes. (F. Q. P7)

I think watching movies improves learners' social skills and makes them sociable everywhere. (F. Q. P28)

Discussing about the topics regarding movie segments was enjoyable for me to participate. (F. Int. P4)

As these results showed, many of the participants found this experience highly beneficial although it was new for them. In fact, they had not had experience with movie-integrated classes before. They believed that movie-integrated lessons can reduce learners' struggle to participate in the lessons. In their final responses, some pre-service teachers stated that the lessons with movie segments helped to create a different classroom atmosphere and supported their willingness to cooperate in the lessons. They mentioned that movie-based classes provided a livelier way of learning a new language than the traditional method of learning English. In sum, the results of the current study confirmed that using movie segments in the classroom influenced learners' individual difference factors and was a good experience for them.

I think interesting movies help students to participate in the lessons. I realized it in our sessions with movie segments. (F. Q. P12)

I realized that movie-based lessons attract students' interest to participate in the lessons. (F. Q. P15)

With the help of this approach, I started to believe in myself and to speak more in the lessons. (F. Int. P2)

To sum up, this study has shown that using movies can encourage learners to interact more in the target language and to find a new topic for their future interaction. It was seen that teaching sessions improved not only participants' language skills, but also increased their cultural skills and enabled them to practice how to use language in different situations. The results of the study demonstrated that with the help of movie segments, learners can enhance their pronunciation and vocabulary knowledge. One of the most important findings that emerged from this study was that movie-integrated classroom influences learners' individual differences and make these differences more visible. It was

revealed that integrating movie-based lessons enhances learners' motivation, interests and reduces their anxiety in participating in the lessons.

4.2. Findings for the Research Question 2

What are the participants' views toward integrating movies into their future teaching?

The second research question of the study aimed to identify the pre-service teachers' views regarding integration movies into their future teaching. Based on these pre-service teachers' past experiences with movies, it was observed that most of them had not had any experience with movie-integrated classes before. At the beginning of teaching sessions, they felt anxious but the activities on movie segments helped them to participate in the lessons. Moreover, they realized that using movies in the EFL classroom can be a helpful tool for their future learners as they can be more active in the classes and their language skills can be better enhanced. Stempleski (2002) stresses that the teacher should not let students watch movies only for entertainment but help them watch movies actively to achieve certain goals.

As initial written survey results showed, 23 (76.7 %) of the participants of the current study mentioned that they would use movies in their future teaching career. Contrarily, 7 (23.3 %) of the participants did not mention a preference for using movies in their future teaching (See Table 2.). In addition to this, pre-service teachers' views regarding integrating movie-based lessons in their future language teaching increased after the teaching sessions with movie segments. Based on the pre-service teachers' final written responses, 28 (93.3 %) of the participants showed their strong support of integrating movies into their future teaching and 2 (6.7 %) of the participants did not mention any positive comments on using movies in the classroom in the future. These data revealed that the pre-service teachers' positive views regarding the integrating movies into their future teaching increased after their experience with movie segments. In other words, nearly all pre-service teachers had positive views towards using movie-based lessons in their future teaching career.

Table 2. *Distribution of the pre-service teachers' initial and final views towards integrating movie-based lessons in their future teaching.*

Participants	Initial survey questionnaire	Final survey questionnaire
Participants who supported the idea of using movie-based lessons in their future teaching	76.7 %	93.3 %
Participants who did not support the idea of using movie-based lessons in their future teaching	23.3 %	6.7 %

Among the participants were found some who had had an experience with movie-integrated classes before. They expressed that these experiences helped them to join the classes more willingly and raised their interests to integrate movies into their future teaching. All in all, in the present study, the majority of the participants expressed positively that integrating movies into the classroom could be helpful for their future students and they would use this approach in their future teaching.

Social and cultural awareness of a new culture affected my views about my future teaching positively. This approach can increase success in the classroom. (F. Int. P2)

It was a good experience for me to improve my social and cultural skills. As a future teacher, I will use movies in the lessons to motivate my students. (F. Int. P5)

To integrate movies in the classroom is the best way to improve learners' both cultural and language skills. Thus, preparing activities which provides a comprehensible context enhances learners' motivation and willingness to learn English so I will recommend this approach to my future colleagues. (F. Q. P1)

I think the use of movies in the classroom is a student-centered approach rather than teacher-centered. It will be a useful tool for my future classes. (F. Q. P5)

I find learning English through movies really helpful and entertaining at the same time. Plus, movies provide us with authentic situations that may happen in our lives. Thus, if teachers use movies in the classroom as one of the teaching tools, it helps learners to increase their interests in learning English. (F. Int. P4)

In their final responses, the participants commented that many of their classmates suffer from low self-confidence and movie-integrated language teaching can be a good

approach to raise learners' self-confidence in the classes. Furthermore, they added that using movie segments in the lessons improved their self-confidence as well and was a challenging approach in their advanced reading classes at the beginning. They were sure that using movie segments as authentic materials in language classes can positively influence learners' confidence.

Cultural elements from movies helped to raise my self-confidence and inspired me to be a successful teacher in my future teaching. (F. Q. P13)

We can use movies in our future teaching to improve learners' self-confidence. (F. Q. P14)

I think it is very entertaining. I am sure if teachers use this technique for their students, they will be eager to attend classes. (F. Q. P16)

For non-native speakers, watching movies in English is interesting and useful. Through watching foreign movies, they learn about the culture, history and can change their views about other nations. (F. Q. P19)

Movies in the classroom attract students' interests, attention and motivate them to participate in the lesson. (F. Q. P20)

The participating pre-service teachers mentioned that integrating movies into their future teaching can help to build a better relationship with their future learners. They stated that the using movies in the classroom can create positive effects on learners' motivation, behavior, and teacher-student relationship. In the present study, participants mentioned that using movie-based lessons improves learners' interests to learn English. They expressed that movie-integrated lessons help future teachers to be aware of different cultural elements and beliefs. In their final responses, the pre-service teachers stated that using movie segments in the classes helped them to raise their cultural awareness so that they felt themselves culturally more knowledgeable. The pre-service teachers of the present study insisted that cultural and social awareness of other countries can help them develop a close relationship with their future learners. They were sure that their experience with movie segments would positively affect their future career. In sum, pre-service teachers' views emphasized that movie-integrated lessons influenced them to be culturally competent learners in learning a new language. They believed that cultural and social awareness could

help them in their future teaching career. They claimed that being culturally competent is important in teaching learners a new language and in building relationships with students.

Integrating movies into the lesson can be an effective approach. Passive watching can affect learners negatively. Thus, teachers should provide learners with interesting activities while they are watching a movie. (F. Q. P7)

Awareness of cultural elements will help to be a member of the target culture. I think cultural awareness will help to create a better relationship with my future students. (F. Q. P21)

I think movies are important in learning English because they help us not only to learn the target language, but also the culture of people who speak English. (F. Q. P30)

Some pre-service teachers positively expressed in their both initial and final responses that movie-integrated lesson help learners to raise their cultural awareness and can help to differentiate their future teaching. In their initial responses, they stated that movie-integrated lessons can be interesting for learners. After the teaching sessions, they confirmed with their responses that movie segments with activities were interesting and livelier than a traditional way of learning English. This is in line with Roell's opinion (2010, p.5) that "[i]t is important to have activities, not passive teaching." Moreover, pre-service teachers added that this method motivates students to cooperate in the lessons and encourages them to pay more attention and to increase classroom efficiency. They believed that movie-based lessons inspire learners to speak more. To sum up, the pre-service teachers of the present study supported the idea that integrating movies into lessons can be valuable for future teachers and their future students.

In the teaching sessions, using activities with movie segments was interesting and comprehensible to me. It made lessons livelier because there was not only a passive watching of movies. (F. Q. P9)

After a long reading passage, watching movie segments based on reading topics was interesting and exciting. It changed the classroom atmosphere. (F. Q. P23)

Through movies, we can enhance learner's needs and interests about other cultures. We can see their readiness to know new things. Thus, a movie-integrated classroom can be an effective approach for my future teaching. (F. Q. P13)

We received a lot of cultural and social information about other countries. And I think this information will help us to differentiate our future classroom atmosphere and teaching. (F. Int. P.1)

It can affect my teaching style because when I know different cultures, I can teach that language more effectively. (F. Q. P12)

Movies can be a good experience for future teachers. Cultural and social elements from movies help them to build useful and enjoyable lessons for their future students. (F. Q. P29)

I think movie-integrated lessons improve students' interests. Sometimes students get bored with lessons, and movies can be the best way to overcome such issues in the classroom. (F. Int. P3)

It was shown that cultural and social elements from movies affected pre-service teachers' future teaching career. They expressed that an awareness of cultural elements helped them to respect other cultures and beliefs in different countries. The findings suggested that movie-integrated classroom can be a student-centered approach and a useful tool for their future teaching. Moreover, it was shown that movie-integrated classroom helps learners to raise their self-confidence and can be a challenging approach for teachers. Therefore, pre-service teachers recommended integrating movie-based lessons into the curriculum of the institutions. Moreover, movies can be a powerful and useful tool for English language learners to look at the world in a new and different way. The findings of the study suggest that movie-integrated classes can positively affect students' relationship with teachers. In general, therefore, it seems that movie-integrated classes can be a useful approach to build strong teacher-student relationships.

4.3. Findings for the Research Question 3

What are the participants' past experiences with movie-integrated language learning?

The third research question of the present study focused on examining the pre-service teachers' past experiences with movie-integrated language learning. The researcher examined the results of the third research question based on the pre-service teachers' initial interview and initial questionnaire responses. Regarding to the results, it was seen that most of the participants had not had any movie-integrated language learning in their previous learning of English.

Table 3. *Distribution of the participants' past experiences with movie-integrated language learning.*

Participants	Number	Percentage %
Participants who had an experience with movie-integrated language learning	8	26.7 %
Participants who had not had any experience with movie-integrated language learning before	22	73.3 %

In terms of the pre-service teachers' past experiences with movie-integrated classrooms (see Table 3.), the results revealed that 22 (73.3 %) of the pre-service teachers had not had any movie-integrated language learning before and eight (26.7 %) of the pre-service teachers had an experience with movie-based lessons in their previous language learning. The ones without a previous experience showed positive views regarding the movie-based lessons, as well. They commented that movie-integrated classroom would help learners to improve their language skills and can be a fun way of learning English. They mentioned that movie-integrated classroom can be a useful tool to improve their speaking and listening skills. Therefore, they showed their strong intention to attend the movie-based lessons and practice their language skills.

I have never taken any movie-integrated classes but I am happy that I can join these classes. (I. Q. P1)

I have never taken movie-integrated classes but I would love to attend. (I. Q. P5)

I have never watched movies in the lessons. I think using movies can help us improve our speaking skills. (I. Int. P6)

Regarding these results, 26.7 % of the pre-service teachers had had an experience with movie-integrated language learning. Eight of the pre-service teachers shared their experiences with movie-integrated lessons. Two of the pre-service teachers expressed that movie-integrated classroom helped them to improve their speaking and listening skills earlier. Moreover, both of them mentioned that movies helped them enrich their vocabulary knowledge. They emphasized that movie-based lessons gave them an opportunity to work with new words. In their statements, they expressed that using movies facilitated their language skills and vocabulary skills development.

Last year, we watched movies in speaking and listening classes. We were provided with discussion questions regarding the movies. This experience helped me to improve my speaking and listening skills. (I. Int. P2)

I watched movies in English preparatory class. I can say that by watching movies, I learned many new words. (I. Q. P10)

Three of the pre-service teachers expressed that their previous experiences with movies in high schools helped them in their English preparatory classes of the ELT program. Their previous experiences helped them to participate in the lessons and share their ideas about a new culture. They discussed about new cultures and shared their experiences about new countries with their classmates. They mentioned that discussing about new cultures and sharing ideas with others was a good experience for them.

In high school, I had movie-integrated language classes. (I. Q. P15)

Last year, we had lessons with movies in English preparatory class. And my earlier experiences helped me not to be new in these classes. (I. Q. P21)

Other three pre-service teachers mentioned that their earlier experiences with movies in class were mostly passive watching of movies. They were not provided with any activities during their sessions. They were only provided with quizzes regarding movies and completed them after watching movies. Regarding to their responses, it can be concluded that this way of using movies in the classroom did not create any influence on their language improvement. In sum, it can be mentioned that learners who had an

experience with movie-integrated language learning had a huge opportunity to be aware of new cultures and the importance of the relationship between culture and language.

I have taken movie-based lesson earlier. After each movie, we were instructed to complete quizzes based on movies but this was not very beneficial. (I. Q. P19)

4.4. Findings for the Research Question 4

What are the pre-service teachers' views on the effects of their cultural and social awareness raising with the help of movie segments?

The fourth question of this research study aimed at identifying how movie segments helped learners to improve their cultural and social awareness in an advanced reading class. The participating pre-service teachers mentioned that a passive reading of texts was boring for them; however, having their reading classes with movie segments integrated was interesting and helped them to gain new information about a new culture. They believed that awareness of a new culture provided ways of understanding cultural differences so that they learned how to talk with people from different backgrounds. Cultural differences such as various beliefs, values and a new language can open a whole world of exciting possibilities and experiences. Therefore, integrating movies into the classroom helped learners to gain a chance to understand other cultures and practice this new language.

I gained new information about American culture and increased my knowledge about their society. (F. Q. P6)

I recognized that learning English with movies enriches us to be culturally knowledgeable people. (F. Q. P1)

Cultural awareness on a new country teaches us how to behave abroad and respect traditions, beliefs and values of other countries. (F. Int. P1)

Based on their responses, it was visible that movie segments positively influenced their reading skills. The pre-service teachers' final questionnaire and final interview responses showed that movie segments with interesting activities were useful to improve their reading skills. Regarding the results, the pre-service teachers mentioned that after reading the texts in their reading classes, they were eager to watch the movie segments

regarding the texts. They realized that watching movie segments enhanced their interests to read more about the target culture and also to read books regarding the movies. They mentioned that their curiosity about new cultures rose after watching movie segments in their reading classes. The pre-service teachers mentioned that their curiosity urged them to search some new information about other cultures and by reading more information about these cultures, they believed that they increased their reading skills. Moreover, they stressed that reading new information about a country and comparing the differences between two cultures were good experiences for them. They believed that comparing two cultures and identifying their differences were useful and created a new experience and a new awareness for them.

I was interested in reading more about a new culture while we watched movie segments from movies. (F. Int. P3)

With the help of movie segments, I improved my reading skills. (F. Q. P5)

While we watched movie segments based on real life, I was interested in reading more information about it. It increased my interests to read more. (F. Q. P15)

The participants of the present study believed that cultural and social awareness about other cultures helped them to change their views about other nations and to accept other cultures' views or traditions. Regarding the pre-service teachers' responses, reading about a new culture and understanding the differences helped them to enrich their world visualization. The participants realized more strongly that the cultures of countries can be different and this can affect their relationships. They believed that experiencing a new culture through movie segments is like stepping into a whole new world which is real. Moreover, they mentioned that accepting cultural differences gives them an advantage in terms of becoming more culturally competent. As we all know, an awareness of own world view and a promotion of positive views towards cultural differences can be some of the positive effects of learning a language. Therefore, using movie-based lessons can help learners to gain new information about other cultures and develop their knowledge about cultures and give them an opportunity to accept differences, as well.

With the help of movies, you can develop yourself and have a chance to get a wider view of other countries. (F. Q. P20)

Through using movies we can learn their culture and beliefs and our ideas about this country can change. (F. Int. P4)

To sum up, findings of the current study revealed that cultural and social elements from movie segments encouraged learners' curiosity about the target culture. Moreover, the results showed that using movie segments in classes helped them to improve their reading skills. The participants of the study expressed that reading classes can be boring and passive if they are involved only in reading the textbooks. The results of the study indicate that using movie segments in the reading classes stimulated learners to participate in the lessons and with the help of these segments, they were inspired to read more about a new country and culture.

4.5. Findings for the Research Question 5

Did the learners have any challenges while watching movie segments in their advanced reading classes?

The fifth research question of the study focused on identifying the challenges which learners faced while watching movie segments in their reading classes. After teaching sessions, the students were asked about the challenges which they faced while watching movie segments. The students' responses varied about the challenges they faced. The majority of the pre-service teachers expressed that the different accents in the movie segments created difficulties. They had a problem with understanding the characters' conversations because some characters in some movie segments were non-native speakers and they had different accents. Therefore, they stated that movies with characters from different countries can cause a failure in learners in terms of understanding the movies because of different accents used. Some participants mentioned that their inexperience with movies created comprehension difficulties. They commented that a lack of previous experiences with movie-integrated classes plays an important role in failures in understanding movies. However, the participants also mentioned that with the help of activities (pre-viewing, viewing and post-viewing) regarding movie segments, they learnt to better understand the meanings in the segments. Therefore, they emphasized that using interesting activities with movies facilitates learners' comprehension.

Sometimes I didn't understand anything because of their accents. (F. Int. P1)

Accents of characters were different and hard for me to understand. (F. Q. P23)

Sometimes I didn't catch the dialogues. I think, because of the different accents. (F. Q. P25)

For example, while we watched a movie segments from an Indian movie 'Slumdog Millionaire', I hardly got dialogues between people because their accents were different and hard for me to understand. (F. Q. P28)

Some of the participants mentioned that they had problems with unknown words and phrases during their teaching sessions. They stated that unknown words and phrases from the movie segments caused them difficulties to participate in the lessons and to lose their concentration. Moreover, they commented that unknown words and phrases in the movie segments prevented them from catching the topic. They mentioned that with the help of body language, they tried to understand the topic. In their final responses, it was emphasized that a lack of vocabulary knowledge can raise difficulties in learning a new language. However, they stated that providing activities with new vocabulary and phrases and writing unknown words in their journals helped them to understand the movie segments better.

While watching the movie segments, I faced unknown words and phrases. Keeping journals helped me to revise new words after classes. (F. Q. P16)

I hesitated regarding unknown words in the movie segments. With the help of gestures and facial expressions, I tried to understand the scenes. (F. Q. P18)

At first, I didn't understand segments well because I never watched movies like this. Besides, I didn't know some words in the movie segments. Then, it became easy for me to understand the movie segments. (F. Q. P3)

It was hard to catch some dialogues in the movie segments because of the unknown words. (F. Q. P 4)

I had a problem with new words in the movie segments. Then, I tried to find synonyms or translations of these words. (F. Int. P3)

Moreover, some participants mentioned that watching movie segments without subtitles caused comprehension problems. They had not watched movies without subtitles before; therefore, movie segments without subtitles created difficulties. They stated that the movies with subtitles can be helpful and increase their participation in the lesson.

If there are no subtitles in the movie, it is a huge problem for me to understand. It was difficult for me to understand some movie segments. (F. Int. P5)

While we watched most of the events in the movie segments without subtitles, it was hard for me to understand. (F. Q. P5)

Watching movie segments without subtitles created difficulties and I could not follow some characters' dialogues. (F. Q. P6)

Moreover, some of the pre-service teachers commented that the genres of movie segments for their reading classes were not interesting for them to participate in the lessons. They preferred comedies or action movie genres in the lessons. Regarding their responses, it can be said that genre type also influences learners' comprehension. They stated that choosing an appropriate genre of movies enhances their interests in the activities. They insisted that learners' needs and interests should be the main priority in choosing movies for movie-integrated classes.

Some movie segments were not interesting to me. I was bored in the classes. I think the genre of movies is important. (F. Q. P7)

But, in one class, I could not create any interest in the movie segments because I do not like space movies. However, I must admit that movie segments with activities created a good atmosphere in classes. (F. Q. P13)

Moreover, some pre-service teachers mentioned that their inexperience with movies created them difficulties and they could not be active in the classes. They mentioned that being exposed to movie segments with interesting activities was useful and can be essential to support struggling students to participate in the lessons. These results may be explained by the fact that many of the participants didn't have any experience with movie-integrated

classes before. Therefore, some kind of difficulties prevented them from understanding the movie segments and from participating in the lessons.

In fact, movie segments weren't too difficult, but when actors spoke, I was frustrated. I didn't understand some phrases in the segments. (F. Q. P29)

To sum up, integrating movie segments into language classes may cause some challenges for learners. The pre-service teachers of the present study faced with some challenges while watching movie segments in the lessons. The present findings confirm that different accents from movie segments can create difficulties for learners. It was seen that movies from different countries other than US or movies having characters with different accents create some difficulties for learners to understand the segments. Another problem was that unknown words in movies can prevent learners from catching the message of the movies and from being involved in the class discussions. The results of the present research support the idea that while making choices among movie genres, teachers should pay attention to learners' interests, likes and needs; thus they can increase classroom participation of their learners. In sum, using interesting movies can create an enjoyable atmosphere in the classroom and can be fun and motivating for learners.

4.6. Findings for the Research Question 6

Did differences and or/similarities of social and cultural elements in movie segments influence the learners' own social and cultural lives?

The six question of the study focused on identifying whether differences or similarities of social and cultural elements in movie segments influenced learners' own social and cultural lives or not. The results of this study revealed that practicing English with movie segments in the classes can be useful in achieving a membership to the target culture. The participants mentioned that cultural and social awarenesses about a new culture helped them to feel like a member of the target culture. They stated that cultural differences of a new country in terms of meals, clothes and their lifestyles were interesting for them. The use of movie segments in reading classes gave them a chance to be aware about differences and to compare these differences with their own social and cultural lives. Many of the pre-service teachers mentioned that the main similarity of the two cultures

(i.e., Turkish and American cultures) was about family relationships. They insisted that family relationships play a major role in every culture. Moreover, the participants of the present study were impressed by the lifestyles of the target culture. They stated that using movie segments in their reading classes helped them to be aware of the lifestyles of the target culture. In their responses, they expressed that many people who go abroad suffer from a culture shock. However, an awareness of social and cultural elements of a new country such as family relationships, lifestyles, traditions and values would help them to be a member of a new culture and can be helpful in preventing them from a culture shock. Therefore, practicing movie-based language learning/teaching should be an essential way to support learners to overcome their challenges which they would face abroad.

Through watching movies, we learnt about another culture and its history. If someone goes abroad, he can be aware of its lifestyle or culture. And he doesn't feel a culture shock in a new country. (F. Q. P14)

I have found some similarities between cultures. For example, family is important in Turkey. Thus, my first observation was about family relationships. They also support their families and relatives in their difficult times. I think family relationships play an important role in people's lives in each country. (F. Q. P10)

In each movie segment, I tried to receive a message regarding a new culture. For example, family topics, their relationship styles and lifestyles, and I tried to compare their styles with my own culture. (F. Q. P11)

Reading about other countries, cultural believes, history or traditions is another way of learning a new culture. But through watching movies, their cultural differences, their beliefs and lifestyles stay in our mind. They become more permanent, I mean. (F. Int. P5)

I tried to compare our lifestyles. It was interesting for me to observe such new things. I think this experience can help me in the future. (F. Q. P3)

The participants in the present study stated that the differences between two cultures were interesting for them to observe. With the help of the movie segments, the participants became more aware about the differences in cultures. Differences about lifestyles, religions and traditions helped them to learn new things about other cultures. They expressed that watching movie segments was like going on a trip to the target country. It helped them to step into new experiences with a new culture and with their

beliefs. With the help of this cultural awareness, they started to appreciate other countries' cultures, beliefs and traditions.

Cultural differences helped me to respect other cultures' traditions, religions and beliefs.
(F. Int. P6)

When we watched movie segments, we learnt many things about a new country. Their lifestyles, religions and history are different. While watching these differences, you start to compare them with your own culture. (F. Int. P4)

With the help of movies, you can learn new facts about foreign countries. (F. Q. P12)

Using movie segments enhanced my knowledge about new countries and their cultures.
(F. Q. P15)

People's behaviors, lifestyles and their relationships with each other were different and I observed these differences to capture the meanings better. (F. Q. P20)

Our culture is different from other cultures in terms of its language, religion and food habits. For example, in Turkey, we have traditional breakfast habit but in other countries, I do not see this habit. (F. Q. P7)

Many of the participants mentioned that watching movie segments enhanced their knowledge of interacting with people from other countries. They pointed out that the interaction of agents belonging to two cultures might be very different. Therefore, they were sure that practicing language with movie segments helped them improve the ways of behaving appropriately during interactions with foreigners and enabled them to have more practice with how to act in different situations. Their responses revealed that these experiences can reduce their struggle to communicate with native speakers. As they stated before, many of the learners suffered from a fear to interact with native speakers and movie segments seem to have helped them to improve their courage to communicate with foreign speakers.

Movie-based lessons encouraged us to build a relationship with people from other cultures.
(F. Q. P26)

With this experience with movies, I tried to speak more with foreign students in my university. It was a good experience for me to speak with foreign students. (F. Q. P30)

In our English lessons, traditionally we learn grammar but I realized that though watching movies we had a chance to learn more about a new country and use some elements from movies with foreigners. (F. Int. P1)

I learned how and where to use phrases in everyday life. It was a good experience for me. (F. Q. P27)

This approach supported me to find a way about how to communicate with foreign people. (F. Q. P9)

Cultural and social awareness about other countries helps me to interact with their people more easily. (F. Int. P3)

To sum up, it can be said that the cultural and social elements from movie segments positively contributed to learners' own lives. Using movie segments was a useful tool for learners to achieve the feelings of membership to the target culture. It was found that these elements helped learners to change their views about other countries and can prevent a possible culture shock. An awareness of the social relationships and their lifestyles within the target culture was interesting for learners. It was found that these elements help learners to interact with native speakers and reduce their anxiety. As we know, a fluent use of language is related to social and cultural elements of the target country. Every culture has its own cultural standards for interaction, and these standards can be different from others. Thus, integrating movie-based teaching practices in EFL classrooms provides learners with a lively vision of other cultures. Differences and similarities between two cultures help learners to accept other cultures as they are.

CHAPTER 5

DISCUSSION, CONCLUSION AND SUGGESTIONS

In this chapter, the discussion and the conclusion of the present study are explained. Moreover, limitations of the present study are introduced in this section. Furthermore, suggestions for the future studies are highlighted.

5.1. Discussion on the Results of the Study

The main purpose of the current study was to find out how short segments from movies can help learners raise their cultural and social awareness in an advanced reading class. The participants of the study were a group of pre-service teachers at a state University in Turkey. The data were collected using an initial and final questionnaire including open-ended questions and interviews with pre-service teachers. At the end of each teaching session, the participants completed their journals regarding movie-integrated classes.

Nowadays using new technology in the field of education is one of the significant progresses. Movie is one of the audio-visual media that teachers use in their classroom instruction to improve learners' language skills. Cates (2013, as cited in Fast and Harada, 2013) defines the global education as "a new approach to language teaching which aims at enabling students to effectively acquire and use a foreign language while empowering them with the knowledge, skills, and commitment required by world citizens for the solution of global problems" (p.24). With the integration of movie segments in an advanced reading class, this study revealed that the use of movie segments can be helpful for language improvement and make learners' individual differences more visible. The findings of the present study illustrated that almost all of the pre-service teachers showed positive views on using movies in the EFL classrooms. The pre-service teachers' views showed that movie-integrated classes can be helpful for language improvement. Their views were in line with Lialikhova's (2014) study, Lucantonio's (2000) study, Al-Muhtaseb's (2012) study which state that movies can effectively increase learners' language skills and bring a difference to ELT classes. The findings of the present research study identified that movie segments were helpful for pre-service teachers in terms of improving their speaking and listening skills. They realized that practicing their speaking skills in the lessons motivated them to interact with their foreign friends, as well. This finding is in agreement with Goctu's (2017) findings which showed that using movies can help to improve learners' four language skills. This is also in line with Omaggio's (2001)

findings. As Katchen (2003) stresses, movies can be one of the useful ways of motivating learners to develop their speaking skills and practice it with different types of new words or expressions. Washburn (2001) states that authentic video materials give an opportunity to the students who can more easily acquire pragmatic language use, namely how to use the target language effectively in various situations. Moreover, the participants of the present study mentioned that using comprehensible input activities (pre, while and post-viewing) with movies inspired them to speak in English. They agreed that movie-based practice enhanced their listening skills, as well. Similarly, Hayati and Mohmedi's (2010) study revealed that using movies in the classroom confirmed positive effects on learners' listening skills. Rahmattin and Armium's (2011) and Herron et al.'s (2006) research studies showed that using authentic videos enhanced learners' listening comprehension skills in terms of learning a new language and created a closer to real life condition. The participants of the present study confirmed that to improve listening skills they needed to practice more. Moreover, pre-service teachers of the present study suggested visiting some interesting educational websites can be helpful for speaking and listening skills.

Another finding of the current study showed that the movie-based lessons can help learners to improve their pronunciation. They were sure that practicing with movies was one of the beneficial ways of improving learners' pronunciation skills. The findings of the current study are in line with Wang's (2016) research study which indicated that movies in English learning can improve learners' pronunciation and can be a helpful way of practicing English. Additionally, findings supported that learning English with movie segments helped these pre-service teachers to enrich their vocabulary knowledge. This finding is similar to Stephens et al. (2012) study. Their 'Film Circle' project helped learners to learn new words and to use them correctly in different situations. These results match with those observed in earlier studies. The participants of Seferoğlu's (2008) study, Tuncay's (2014) study and Fitriana's (2011) study and the pre-service teachers of the current study revealed that movie-integrated classes improved learners' vocabulary knowledge. The majority of the participants agreed that using movie segments provided them with new words and helped them to practice their communicative skills. In addition, the findings of the present study provided additional information that using movie segments with interesting activities and providing learners with the list of new vocabulary were useful for learners. Similarly, Peacocks' (1997) study revealed that authentic materials can be an effective tool to increase learner's concentration and involvement in the learning activities. An interesting finding was that keeping journals during the teaching

sessions helped learners to understand the movie segments better and improved their vocabulary knowledge in the lessons. This is in line with what for instance Lialikhova (2014) revealed in her research study. In this respect, in Holden's (2000) study, film response journal approach was found as one of the powerful and engaging ways of providing language input. Therefore, if the use of movie segments can be followed with film response journals, learners can benefit from a more motivating language practice. As King (2002) mentions:

Learning English through films compensates for many of the shortcomings in the EFL learning experience by bringing language to life. It is a refreshing learning experience for students who need to take a break from rote learning of long lists of English vocabulary and specific drill practices. Their encounters with realistic situations and exposure to the living language provide a dimension that is missing in textbook-oriented teaching (p.510)

Another significant finding from this research study is that movie-based lessons can be useful to make individual learner differences more visible. After the teaching sessions the pre-service teachers realized that practicing with movies can help to improve their motivation and interests in the lessons. Their attitudes toward using movies in the classroom corroborate some earlier findings. In Lin's (2002) study, Kusumarasdyati's (2004), Luo's (2004) and Chen's (2012) study, it was revealed that movies catch learners' interest and they can positively affect learners' motivation to learn the target language. This is what for instance Tomalin (1991) and Champoux (1999) have highlighted. The participants of the present study were sure that the differentiation of the classroom atmosphere can help teachers to develop learners' interests and provide learners with interesting classroom instruction. They agreed that the interesting and active watching of movies can be more helpful for learners instead of passive watching. This is what Stoller (1988) and Champoux (1999) have emphasized. Moreover, the pre-service teachers mentioned that their anxiety increased while participating in the classes. By comparing themselves with other learners, they felt anxious and became passive in the lessons. However, teaching sessions with movie segments gradually became helpful in reducing their anxiety in terms of speaking in class. This result is similar with Berk's (2009) and MacDonald and MacDonald's (1991) statements that using authentic videos in the classroom decreases learners' anxiety. It was shown in the present study that movie-based lessons can create different classroom atmosphere and provide learners with a lively way of learning a new language instead of a traditional way. These findings confirmed that movie-based lessons influenced learners' individual difference factors and made these differences more visible in the classes. As a result, practicing English with movie segments has a significant influence on learners' behavior, self-realization and social skills.

In the present study, the pre-service teachers' views toward integrating movies into their future teaching were examined. Their views about movie-based lessons were important for the present study because experiencing movie-based lessons could affect their future teaching career. As Stempleski (2002) highlights:

The teacher plays a key role in the success or failure of any video used in the language classroom. It is the teacher who selects the video, relates the video to students' needs, promotes active viewing, and integrates the video with other areas of the language curriculum. Any video's chances of achieving the important goals of motivating students' interest, providing realistic listening practice, stimulating language use, and heightening students' awareness of particular language points or other aspects of communication can be improved or destroyed by the way in which the teacher introduces the video and the activities which the students carry out in conjunction with viewing (p.364).

The results of this investigation showed that using movie segments in the lessons positively affected learners' future teaching career. In terms of these pre-service teachers' past experience with movie-based lessons, it was seen that they had not had any practice with movies. Thus, they faced with some challenges while practicing with movie segments in the teaching sessions. However, these new experiences helped them to overcome challenges and influenced their views positively for their future teaching career. The participants of the present study didn't show a high interest toward integrating movies into their future teaching in their initial responses. Surprisingly, after teaching sessions, the participants showed a stronger intention towards using movies in their future teaching career. In other words, the pre-service teachers' positive views toward using movie-based lessons in their future teaching increased dramatically. This is in line with Yayli's (2009) study. In her study, pre-service teachers' views were positive in terms of the integration of movies in the future teaching activities. Moreover, the participants of the current study mentioned that using movies in the classes might be a good approach to raise learners' self-confidence and to make them more successful in the lessons. As Densky (2007) states, self-confidence is the belief in your own ability when doing anything, by realizing yourself positively and believing that you have the ability to succeed. In line with these statements, the findings of the present study showed that using authentic materials in the classroom positively can influence learners' self-confidence and can help them realize their ability in terms of learning a new language. This ability helps learners understand the proper and effective way of improving their knowledge. These findings were similar to those in Mirvan's (2013) study. In both studies, participants agreed that movie-integrated classes helped them to be active, and this was a useful experience for them. Besides, the pre-service teachers of the present study were sure that this approach can be helpful to create a better relationship with their future learners because they agreed that the teacher-student

relationship plays an important role in the classroom. This is in line with Koskinen et.al.'s (1991) research study. The participants of the present study stated that their cultural awareness about a new country could help them to create interesting and useful lessons for their future learners. They agreed that being culturally competent was important in teaching a new language and in creating good atmosphere in the classroom. This is in line with what Herron et al (2002), Chapple and Curtis (2000) stated earlier. The language in movies is authentic and provides learners with appropriate cultural context. The participants of the present study expressed that using movies in their future teaching would support them to create interesting and useful lessons for their future learners. Moreover, pre-service teachers' views showed that integrating movies can be a student-centered approach and a useful tool for their future teaching. As Tomlinson and Masuhara (2004) noted earlier, the awareness of the target culture is gained from personal experiences. The pre-service teachers' views are in agreement with Yayli's (2009) findings which showed that using movie segments in the classroom can be an interesting, challenging and fun experience for future teachers. A similar pattern of results was obtained in Lucantonio's (2000) study which stresses that movies raise learners' interests in learning the target language. Similarly, according to Baratta and Jones (2008), movies in the classroom can catch learners' interest and encourage them to learn new language more effectively. From the short discussion above, these key findings emerge: using movies can be a good way to create a new classroom atmosphere and can be a successful technique in the field of language teacher education.

This study has also shown that most of the pre-service teachers had not had any experiences with movie-integrated language practice. However, after the teaching sessions, they commented their positive views towards practicing English with movie-based classes. It was seen that using movie segments inspired them to practice their speaking and listening skills and increased their strong intention to participate in movie-based classes. According to Blasco et al. (2015) experiencing with movies encourages learners to practice their skills and use these skills in their lives.

Some of the pre-service teachers mentioned their previous experiences with learning English with movies. They shared their experiences about the movie-based lessons and presented how movie-based lessons helped them to practice their speaking and listening skills, and vocabulary knowledge, as well. Their views were in line with the findings of Herron et al.'s (2006) study which stressed that using authentic video material in the classroom can help students to enhance their listening performance. Some of the

participants' previous experience with movie-based lessons helped them to discuss about a new culture in the present teaching sessions more easily. Thus, watching movies in the classes and sharing ideas with their peers instead of passively studying, can be said to help learners increase their linguistic, cultural and social awareness. Another group of participants mentioned that their previous experiences with movie-based lessons had not created any effects on their language improvement but with our teaching sessions they said they benefited more with the help of supporting activities.

Trying to engage students in the lessons can be difficult for teachers but there are many ways to raise learners' interests in the lesson. Therefore, integrating movies into classroom can be one of the lively and beneficial ways of practicing English. One of the essential findings of the present study was that using movie segments in the reading classes positively affected enhancing the pre-service teachers' cultural and social awareness and their views on integrating movie-based lessons in their future teaching. Weyer's (1999), Mirvan's (2013) and Sariçoban and Yürük's (2016) studies revealed that movie-integrated lessons have positive effects on learners' reading skills. The pre-service teachers in the present study mentioned that reading texts can be boring for students if it is a passive reading of textbooks. However, after their practice sessions with movie segments, the majority of the participants agreed that being exposed to movie segments in their reading classes was enjoyable and different from other classes. By integrating movie segments into their reading classes, the researcher can be said to help them gain new information about a new culture and to open new possibilities for the participants to be aware of other beliefs and values in different countries. The participants mentioned that learning a new language can open a new world of interesting experiences, and movies can be helpful in realizing these experiences. Moreover, they mentioned that these experiences gave them an opportunity and willingness to read more about a new culture and inspired them to read books regarding the movies. The similar findings in Mirvan's (2013) study revealed that movie-based lessons helped students to be active participants in classes and motivated them to read more books. Watching movie segments in their reading classes increased the participating pre-service teachers' curiosity about other cultures, traditions and beliefs. This finding corroborates Cardon's (2010) suggestion that movies are interesting, engaging and encourage learners' curiosity toward other cultures. It was observed that reading about a new culture and being aware about their history not only raise learners' reading skills but also their cultural awareness. They believed that the awareness of a new culture and comparing differences between two cultures can be a good experience for learners. The

pre-service teachers believed that cultural and social awareness about other cultures changed their views about other countries and enabled them to accept the differences between two cultures. As in Suneetha and Sundaravali's (2010) report, accepting cultural differences between two cultures and promoting one's ability to interact with the speakers of target culture is important in teaching a new language and culture. Moreover, the participants expressed that experiencing with a new culture helped them to enrich their world visualization. In the present study, the researcher observed that movie-integrated lessons can increase learners' visual literacy skills, as well. Moreover, using movie-based classes can create lively lessons and educate culturally competent students in the field of education. As David Murphy, Head of Modern Languages, Lampton School, mentions in the New Vision of Europe conference, "[I]f children are shown stories about people from different cultural contexts, their horizons will undoubtedly be broadened. Film is incredibly motivating for the students: they get the chance to see the language in action, in an exciting and interesting context" (as cited in Advocacy Report 2012, p.9).

Using movie segments in advanced reading classes created several challenges for the pre-service teachers. The majority of participants mentioned that the different accents in the movie segments caused them difficulties so they could not understand the segments. This prevented them from participating in the lessons. It was observed that movies from different accents of characters can create comprehension difficulties for learners. Moreover, some pre-service teachers' lack of previous experience with movie-based classes caused some challenges in comprehension. The lack of vocabulary knowledge created difficulties so they could not participate in the lessons and easily lost their concentration in understanding the topic. Therefore, the pre-service teachers were sure that unknown words in movies can prevent learners from catching the message of the movies and from getting involved into the lessons. Watching movie segments without subtitles created another problem for the participants of the current study. Pujola (2002), Markham and McCarthy (2001), found similar findings regarding watching movies without subtitles in classes. The participants of the present study preferred watching movie segments with subtitles. Markham (1999) investigated the effects of subtitled TV viewing on learners' language skills and the finding showed better results for using subtitled TV in the classroom. Many of the participants in the present study emphasized that movie segments with subtitles would enhance their confidence and be helpful to increase their language skills in the lessons. This is in line with Danan's (2004) and Hayati and Mohmedi's (2010) studies which stress that subtitles promote language learning by helping learners to

visualize and can lead to significant improvements in learners' language skills. In the present study, it was revealed that watching movie segments without subtitles reduced students' interests in lessons. Parallel to this, their participation decreased, as well. Taken together, this result indicates that watching movies with subtitles can be useful for inexperienced learners with movie-based lessons.

The participants of the present study mentioned that the genres of the movies should be taken into account while choosing movies for classes. They supported the idea that learners' interests and needs play an important role in movie-based classes. Therefore, in movie-based lessons students' interests and needs should be taken into account. Using interesting movies can create an enjoyable atmosphere in the classroom and can be useful for learners. These findings support Berk's (2009) suggestions on choosing movies for EFL classes. Teachers should take students' characteristics into account and find suitable authentic videos for them. Another finding was that learners' lack of experience with movie-based lessons created some difficulties, especially at the beginning of the teaching sessions with movie segments. The participants of the present study were sure that their lack of experience with movie-integrated classes prevented them from understanding the movie segments fully in the teaching sessions. Taken together, these results suggest that using movies in the classroom can create challenges and learners should practice more to overcome these challenges.

For raising students' cultural awareness in the field of education, Kramsch's (1993) definition of a teaching goal is the most applicable. Teachers should be engaged in "[d]eveloping a greater awareness of and a broader knowledge about the target culture; acquiring a command of the etiquette of the target culture; understanding differences between the target culture and the students' culture; and understanding the values of the target culture"(p.4). Another significant finding from this study is that the cultural and social elements from movie segments positively affected learners' own lives. This study has shown that using movie segments in the classes can be a useful tool in achieving a membership to the target culture. Teaching sessions with movie segments helped pre-service teachers to feel like a member of the new culture. Herron and Hanley's (1992), Cardon's (2010), Mallinger and Rossy's (2003), Zhang's (2011) studies revealed that movies in the language classroom can be an invaluable tool to serve peaceful collaboration between two cultures and improve learners' intercultural understandings. Cultural and social elements from movie segments stimulated pre-service teachers to compare differences and similarities between two cultures. The majority of the participants

mentioned that the main similarities of two cultures were family relationships. They commented that family relationships and values enhance learners' views regarding their own culture. This is in line with Cardon's (2010) and Zhang's (2011) studies that movies can enhance students' awareness of their own culture in addition to that of interlocutors who speak the target language. Moreover, the participating pre-service teachers expressed that the cultural and social awareness of a new country can help learners to feel themselves as members of the new culture and can be helpful in preventing them from a culture shock. This finding is similar to the findings in Nur's (2014) study. Cultural elements from movies can increase learners' cultural awareness and help to prevent them from a culture shock. Suneetha and Sundaravali's (2010), Brooks- Lewis's (2014), Waite's (2006), Blair's (2002) and Snodin's (2015) research studies found that cultural awareness can be best acquired when students are provided with resources where they can immerse themselves in the country of the target culture. Participants of the present study insisted that the awareness of new elements about the target culture can support learners to overcome some challenges which they would face abroad. It was seen that the differences and similarities between two cultures helped learners to enrich their knowledge about the target culture and to appreciate values and traditions of other cultures. Additionally, the participants of the present study mentioned that awareness of a new culture increased their bravery in communicating with native speakers. It can be helpful for them to feel themselves confident in front of native speakers. These findings are in agreement with Washburn's (2001), Wang's (2011), Nur's (2014) and Cardon's (2010) findings which showed that authentic video materials provide an access to a wide variety of interactions with interlocutors of the target culture. The participants of the present study were sure that experiencing with movies can reduce learners' fears on interacting with interlocutors from other cultures. As results of the present study indicate, integrating movies in the language classes can enrich students' cultural awareness and their willingness to communicate with foreigners.

5.2. Conclusion

Using movies as authentic materials in the EFL classroom is an important component in teaching a new language. King (2002) suggests that "utilizing films as a part of education is a reviving learning experience for students who need to enjoy a reprieve from rote learning of unending English vocabulary and drill practices, and replace it with something realistic, a dimension that is absent in text-book oriented instruction" (p.512).

Through using movies, teachers can facilitate students' motivation and increase their interests in learning a new language and culture. Movies can differentiate classroom atmosphere and bring energy to a course. Moreover, movies can transport students into the target culture making them aware of the culture or history of another country. It can be expressed that authentic movies reveal opportunities for active work in the lessons and provide teaching process with attractive and meaningful techniques in the field of education. Therefore, movie-integrated lessons should be integrated into the curriculum and learners should be given a chance to improve their language skills and cultural and social awareness as well.

To sum up, it could be concluded that learning English with movies can positively contribute to learners' learning a new language and a useful tool for their future teaching career. Teachers could integrate movies into their language classes to improve learners' speaking and listening skills and pronunciation skills, as well. Moreover, using movies in the language classes can help learners to manage their difficulties. Integrating movies into the language classes can be a useful tool for EFL students to raise their cultural and social awareness and can be helpful in achieving a membership to the target culture. It can help them to enrich their knowledge about a new culture and to respect other countries' values and beliefs. Moreover, this approach can make learners' individual differences more visible. Therefore, it is important for future teachers to have this experience before they graduate. In addition, these findings recommend that students' previous experiences should be taken into consideration because learner's lack of experience with movie-based lesson can create some difficulties at the beginning. Thus, teachers should provide learners with authentic videos in their early stages of their education. It can help to prevent them from encountering difficulties during movie-based classes.

5.3. Suggestions and Limitations

The current study was administered with the first year students of an ELT program at a state University in Turkey. The learners who are in the second and third years in the program can participate in further studies so that different views towards studying L2 reading supported with short segments from movies can be obtained. In addition to this, pre-service teachers' previous experiences with movie-based classes in high school and in the first year can be observed. This would help us identify different benefits and challenges attached to movie-based language practices. Moreover, the findings of the current study revealed that the pre-service teachers' lack of previous experience with movie-based

lessons prevented them from feeling confident and some became passive in the lessons. According to MacDonald and MacDonald (1991), movies can be a useful tool to lower learners' anxiety. Therefore, it is recommended to integrate movie-based lessons into high school curriculum in order to prevent this kind of challenges in higher education.

Additionally, another suggestion for the further studies is that both learners' and teachers' views towards using movies in the classroom might be investigated to see whether there are any differences/similarities between their views. Teachers' views toward using movies in the classroom can enrich the results of future studies. Therefore, collecting data both collaborating teachers and pre-service teachers can be more effective in terms of the richness of views on learning and practicing English with movie-based lessons.

In the present study, the participants were pre-service teachers of a single state university in Turkey. Future studies might be conducted using additional data from other universities of Turkey. Additionally, further research studies can include universities from other countries. It would bring additional benefits if comparisons of results from several universities are provided.

The sample size in this study was limited to only thirty learners so it is recommended that the sample size in the future studies should be increased in order to have more reliable data. The sample size is important in the quality of research. With larger numbers of participants, researchers can collect more reliable data. Therefore, future studies should take into account larger sample sizes in their studies.

In the current study, teaching sessions were conducted over a short period of time. It lasted only for six weeks. It is recommended that a further study should be designed to collect data for a longer period of time. Moreover, the method which was used in the present study was qualitative. A future study should also employ statistical methods of data collection together with qualitative data because these methods together can better contribute to the reliability.

REFERENCES

- Allan, M. (1985). *Teaching English with video*. London: Longman.
- Al-Arishi, A. (1994). Technology in communicative language teaching. *Language Quarterly*, 32, 175–191.
- Aliyev, A., & Ismayilova, K. (2017). Improving English writing skills of non-native undergraduate learners with the help of movies supported by online technologies. *Journal of Education in Black Sea Region*, 2(2), 1-15.
- Al-Muhtaseb, D. (2012). The Impact of English movies and songs on enhancing the English pronunciation and speaking skills of the senior English majors at Hebron University. Retrieved from https://www.academia.edu/1958966/The_Impact_of_English_Movies_and_Songs_on_Enhancing_the_English_Pronunciation_and_Speaking_Skills_of_the_Senior_English_Majors_at_Hebron_University.
- Aronowitz, S. (1989). Working-class identity and celluloid fantasies in the electronic age. In H. Giroux et al. (Eds.), *Popular culture, schooling, and everyday life* (pp. 197-217). Granby, NY: Bergin & Garvey.
- Atkinson, D. (1999). TESOL and culture. *TESOL Quarterly*, 33(4), 625-654.
- Available Light Advisory. (2012). Integrating film into education- advocacy report, 2012. Retrieved from <https://www.bfi.org.uk/sites/bfi.org.uk/files/downloads/film-21st-century-literacy-advocacy-report.pdf>
- Avgerinou, M. (2009). Re-viewing visual literacy in the “Bain d’Images” era. *TechTrends*, 53(2), 28-34.
- Baines, L. (1996). From page to screen: When a novel is interpreted for film, what gets lost in translation? *Journal of Adolescent and Adult Literacy*, 39(6), 612-622.
- Baltova, I. (1994). The impact of video on the comprehension skills of core French students. *The Canadian Modern Language Review*, 50(3), 507-531.
- Bamford, A. (2003). *The visual literacy white paper*. Uxbridge, UK: Report for Adobe Systems Incorporated.
- Bamford, J. (1993). Setting up a library of English - language movies. *The language Teacher*, 8(1). Retrieved from <https://jalt-publications.org/tlt/articles/2347-setting-library-english-language-movies>
- Baratta, A., & Jones, S. (2008). Using film to introduce and develop academic writing skills among UK undergraduate students. *Journal of Educational Inquiry*, 8(2), 1-23.
- Berk, R. (2009). Multimedia teaching with video clips: TV, movies, YouTube, and MTV

- in the college classroom. *International Journal of Technology in Teaching and Learning*, 5(1), 1-21.
- Bhawuk, D., & Brislin, R. (2000). Cross-cultural training: A review. *Applied Psychology: An International Review*, 49, 162-191.
- Bird, S., & Williams, J. (2002). The effect of bimodal input on implicit and explicit memory: An investigation into the benefits of within-language subtitling. *Applied Psycholinguistics*, 23(4), 509-533.
- Blair, E. (2002). Promoting openness toward culture learning: Ethnographic interviews for students of Spanish. *The Modern Language Journal*, 86(3), 318-331.
- Blasco, P., Moreto, G., Blasco, M., Levites, M., & Janaudis, M. (2015). Education through Movies: Improving teaching skills and fostering reflection among students and teachers. *Journal for Learning through the Arts* 11(1), 1-16.
- Bogdan, R., & Biklen, S. (2003). *Qualitative research for education: An introduction to theory and methods* (4th ed.). Boston, MA: Allyn and Bacon.
- Brown, H. (2007). *Principles of language learning and teaching*. New York, NY: Pearson Education.
- Brown, J. (2001). *Using surveys in language programs*. New York: Cambridge University Press.
- Brooks-Lewis, K. (2014). Adult learners' perceptions of the significance of culture in foreign language teaching and learning. *Journal of Education and Training Studies*, 2(2), 9-19.
- Brinton, D. (2001). The use of media in language teaching In Celce-Murcia, M. (ed.) *Teaching English as a second or foreign language* (3rd ed., pp.459-475). Boston: Heinle and Heinle.
- Brown, H. (2001). *Teaching by principles: An interactive approach to language pedagogy*. New York: Longman.
- Byram, M., Gribkova, B., & Starkey, H. (2002). Developing the intercultural dimension in language teaching. A practical introduction for teachers. Retrieved from <http://lrc.cornell.edu/rs/roms/507sp/ExtraReadings/Section0/uploads/File1235272745204/InterculturalDimensionByram.pdf>
- Canning-Wilson, C. (2000). Practical aspects of using video in the foreign language classroom. Retrieved from <http://iteslj.org/Articles/Canning-Video.html>
- Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1(1), 1-47.
- Cardon, P. (2010). Using films to learn about the nature of cross-cultural stereotypes in

- intercultural business communication courses. *Business Communication Quarterly*, 73, 150-165.
- Castillo, C., Insuasty, E., & Jaime, M. (2017). The impact of authentic materials and tasks on students' communicative competence at a Colombian language school. *PROFILE Issues in Teachers' Professional Development*, 19(1), 89-104.
- Champoux, E. (1999). Film as a teaching resource. *Journal of Management Inquiry*, 8(2), 240-251.
- Chapple, L., & Curtis, A. (2000). Content-based instruction in Hong Kong: Student responses to film. *System*, 28(3), 419-433.
- Chen, M. (2012). Effects of integrating children's literature and DVD films into a college EFL class. *English Teaching: Practice and Critique* 11(4), 88-98.
- Creswell, J. (2014). *Research design: qualitative, quantitative, and mixed methods approaches*. Fourth ed. Lincoln: Sage Publications.
- Danan, M. (2004). Captioning and subtitling: Undervalued language learning strategies. *Meta*, 49 (1), 67-77. Retrieved July 21, 2013 from: <http://id.erudit.org/iderudit/009021ar>.
- Densky, A. (2007) Self-Confidence, What Is It And How Do I Get It? Neuro-Vision. Retrieved from <http://www.neuro-vision.us/Articles/Self-Confidence-What-Is-It.html>
- Dörnyei, Z. (2003). *Questionnaires in second language research: Construction, administration, and processing*. London, LEA.
- Eken, A. (2003). You've got mail: A film workshop.' *ELT Journal*, 57(1), 51 -58.
- Ellis, R. (2003). *Task-based language learning and teaching*. Oxford: Oxford University Press.
- Fang, F. (2011). International cultures in the framework of World Englishes: What should EFL teachers do? *The Journal of Asia TEFL*, 8(1), 111-137.
- Fast, T., & Harada, N. (2013). Films for language learning and global issues. In N. Sonda & A. Krause (Eds.), *JALT2012 Conference Proceedings*. Tokyo: JALT.
- Firman, A., & Fithry, F. (2011). Using movies to improve students' narrative writing skill. *Advances in Social Science, Education and Humanities Research*, 82, 1-4.
- Fitriana, N. (2011). The use of animation movies to improve students' writing skill of narrative text. Unpublished Thesis. Sebelas Maret University, Surakarta.
- Gambrell, L., & Jawitz, P. (1993). Mental imagery, text illustrations, and children's story comprehension and recall. *Reading Research Quarterly*, 28(3), 264-276.

- Gareis, E. (1997). Movies in the language classroom: Dealing with problematic content. *TESOL Journal*, 6 (4), 20-23.
- Garza, T. (1991). Evaluating the use of captioned video materials in advanced foreign language learning. *Foreign Language Annals*, 24(3), 239– 258.
- Gebhard, J. (1996). *Teaching English as a foreign or second language: a teacher self-development and methodology guide*. Ann Arbor: University of Michigan Press.
- Goctu, R. (2017). Using movies in EFL classrooms. *European Journal of Language and Literature Studies*, 8(1), 1-4.
- Guariento, M., & Morley, J. (2001). Text and task authenticity in the EFL classroom. *ELT Journal*, 55(4), 347-353.
- Harrison, L. (2009). Foreign films in the classroom: Gateway to language and culture. *Journal of College Teaching and Learning*, 6(8), 89-94.
- Harmer, J. (1994). *The practice of English language teaching*. London, UK: London.
- Harmer, J. (2007). *The practice of English Language Teaching*. London: Longman.
- Hayati, A., & Mohmedi, F. (2010). The effect of films with and without subtitles on listening comprehension of EFL intermediate students. *International Journal of Instructional Media*, 37(3), 301-313.
- Herron, C., & Hanley, J. (1992). Using video to introduce children to a foreign culture. *Foreign Language Annals*, 25, 419-426.
- Herron, C., Morris, M., Secules, T., & Curtis, L. (1995). A comparison study of the effects of video-based versus text-based instruction in the foreign language classroom. *French Review*, 68, 775-795.
- Herron, C., Dubreil, S., Corrie, C., & Cole, S. P. (2002). A classroom investigation: Can video improve intermediate-level French language students' ability to learn about a foreign culture? *The Modern Language Journal*, 86(1), 36-53.
- Herron, C., York, H., Corrie, C., & Steven P. (2006). A comparison study of the effects of a story-based video instructional package versus a text-based instructional package in the intermediate-level foreign language classroom. *CALICO Journal*, 23(2), 281-307.
- Hibbing, A., & Rankin-Erickson, J. (2003). A picture is worth a thousand words: Using visual images to improve comprehension for middle school struggling readers. *The Reading Teacher*, 56(8), 758-771.
- Hill, C. (2004). Reading the visual in college writing classes. In Carolyn Handa (Ed.), *Visual rhetoric in a digital world: A critical sourcebook* (pp. 107-130). Boston: Bedford/St. Martin's.

- Holden, W. (2000). Making the Most of Movies: Keeping Film Response Journals. Classroom Ideas. *Modern English Teacher*, 9(2), 40-45.
- Holme, R. (2002). Carrying a baby in the back: Teaching with an awareness of the cultural construction of language. In M. Byram & P. Grundy (Eds.). *Context and culture in language teaching and learning* (pp. 18-31). Tonawanda, NY: Multilingual Matters.
- Ismaili. (2013). The effectiveness of using movies in the EFL classroom – a study conducted at South East European University. *Academic Journal of Interdisciplinary Studies*, 2(4), 121-132.
- Istanto, J. (2008). Language immersion programme as an avenue to nurture cultural awareness and accelerate students' language proficiency. In W.M. Chan, K.N. Chin, M. Nagami & T. Suthiwan, *Process and process-orientation in foreign language teaching and learning* (pp. 173–192), Singapore: Centre for Language Studies, National University of Singapore.
- Kabadayi, L. (2012). The role of short film in education. *Procedia –Social and Behavioral Sciences*, 47(2012), 316-320.
- Kalean, I. (2013). Speaking skill improvement by using movie as media. *Educational Journal of Islamic University of Malang*, 13(1), 155-160.
- Katchen, E. (2003). Teaching a listening and speaking course with DVD films: Can it be done? In Liou, H. C., Katchen, J. E. and H. Wang (eds.), *Lingua Tsing Hua*. Taipei: Crane. 221-236.
- Kaur, D., Yong, E., Zin, N., & DeWitt, D. (2014) The use of videos as a cognitive stimulator and instructional tool in tertiary ESL classroom. *Malaysian Online Journal of Educational Technology*, 2(3), 32-41.
- Khan, A. (2015). Using films in the ESL classroom to improve communication skills of non-native learners. *ELT Voices*, 5(4), 46-52.
- Kim, J. (2002). Teaching culture in the English as a foreign language classroom. *The Korea TESOL Journal*, 5(1), 27-39.
- King, J. (2002). Using DVD Feature films in the EFL classroom. *Computer Assisted Language Learning* 15(5), 509–523.
- Koskinen, P., Wilson, R., Gambrell, L., & Jensema, C. (1991). Captioned video technology and television-based reading instruction. In S. Clewell (Ed.), *Literacy: Issues and practices* (pp. 39-47). Bethesda, MD: Yearbook of the State of Maryland: International Reading Association.
- Koskinen, P. S., Wilson, R. M., & Jensema, C. (1985). Closed-captioned television: A new tool for reading instruction. *Reading World*, 24, 1-7.

- Köksal, D. (2004). To kill the blackboard? Technology in language teaching and learning. *The Turkish Online Journal of Educational Technology*, 3(3), 62-72.
- Kramsch, C. (1998). *Language and culture*. Oxford: Oxford University Press.
- Kramsch, C. (1993). *Context and Culture in Language teaching*, OUP.
- Krashen, S. (1988). *The natural approach: Language acquisition in the classroom*. New York: Prentice Hall.
- Krashen, S. (1985). *The input hypothesis: Issues and implications*. London: Longman.
- Kusumarasdyati. (2004). *Listening, viewing and imagination: Movies in EFL classes*. Paper presented at 2nd International Conference on Imagination and Education Vancouver, Canada. Retrieved from <https://eoicinecadiz2011.wikispaces.com/file/view/movies+in+efl+classes.pdf>
- Kuang, J. (2007). Developing students' cultural awareness through foreign language teaching. *Sino-US English Teaching*, 4(12), 74-81.
- Lemke, J. (2007). Video epistemology in-and-outside the box: Traversing attentional spaces. In, R. Goldman, R. Pea, B. Barron, & S. Derry (Eds.), *Video research in the learning sciences* (pp. 39-52). Mahwah, NJ: Lawrence Erlbaum.
- Lewis, M., & Anping, H. (2002). Video-viewing tasks for language teacher education. *RELC Journal*, 33(1), 122-136.
- Lialikhova, D. (2014). The use of video in English language teaching: A case study in a Norwegian lower secondary school. Retrieved from https://www.researchgate.net/profile/Dina_Lialikhova/publication/303229142_The_use_of_video_in_English_language_teaching_A_case_study_in_a_Norwegian_lower_secondary_school/links/580f76e308aee15d49120cac/The-use-of-video-in-English-language-teaching-A-case-study-in-a-Norwegian-lower-secondary-school.pdf
- Liddicoat, A., Papademetre, L., Scarino, A., & Kohler, M. (2003). *Report on intercultural language learning*. Canberra: Department of Education, Science and Training.
- Lin, L. (2002). *The effects of feature films upon learners' motivation, listening comprehension performance and speaking skills: The learner-centered approach*. Taipei: Crane Publishing Co.
- Lively, M., Harper, J., & Williams, J. (1998). Mediating language with teacher talk: Bringing speech to ideas. In J. Harper, M. Lively, & M. Williams (Eds.), *The coming of age of the profession* (pp. 81-96). Boston: Heinle & Heinle.
- Lucantonio, D. (2000). Using movies to teach speaking. *Journal of Arabic Linguistics Tradition*, 3, 257- 264.
- Luo, J. (2004). *Using DVD films to enhance college freshmen's English listening*

- comprehension and motivation*. Unpublished Master thesis, National Tsing Hua University, Hsinchu. Taiwan, R.O.C.
- Lynch, L. (2008). 5 ways to use popular movies for English language teaching. Retrieved from <http://www.grammar4you.com/341/.html>.
- MacDonald, G., & MacDonald, A. (1991). *Variations on a Theme: Film and ESL*. Paper presented at the annual meeting of TESOL, New York.
- Mallinger, M., & Rossy, G. (2003). Film as lens for teaching culture: Balancing concepts, ambiguity, and paradox. *Journal of Management Education*, 27(5), 608-624.
- Mannan, A. (2005). *Modern education: Audio-visual aids*. New Delhi: Anmol Publications.
- Markham, P. (1999). Captioned videotapes and second-language listening word recognition. *Foreign Language Annals*, 32(3), 321-328.
- Markham, P. & McCarthy, T.J. (2001). The effects of native language vs. target language captions on foreign language students' DVD video comprehension. *Foreign Language Annals*, 34, 439-445.
- Massi, M., & Blazquez, A. (2012). A short is worth a thousand films! *Teaching English with Technology*, 12(3), 62-86.
- McNulty, A., & Lazarevic, B. (2012). Best practices in using video technology to promote second language acquisition. *Teaching English with Technology*, 12(3), 49-61.
- Mirvan, X. (2013). The advantages of using films to enhance student's reading skills in the EFL Classroom. *Journal of Education and Practice*, 4(13), 1-6.
- Mishan, F. (2004). *Designing authenticity into language learning materials*. Bristol: Intellect Books.
- Mills, K. (2011). *The multiliteracies classroom*. Bristol: Multilingual matters.
- Miller, M. (2005). *Improving aural comprehension skills in EFL using authentic materials: An experiment with university students in Nigata, Japan*. Unpublished Master thesis, University of Surrey, Guildford, UK.
- Moran, P. (2001). *Teaching culture: Perspectives in practice*. Boston: Heinle & Heinle.
- Muller, V. (2006). Film as film: Using movies to help students visualize literary theory. *English Journal*, 95(3), 32-38.
- Mushtaq, H., & Zehra, T. (2016). Teaching English grammar through animated movies. *NUST. Journal of Social Sciences and Humanities*, 2(1), 77-87.
- Muslem, A., Mustafa, F., Usman, B., & Rahman, A. (2017). The application of video clips

with small group and individual activities to improve young learners' speaking performance. *Teaching English with Technology*, 17(4), 25-37.

- Nadrag, L., & Tihenea, A. (2017). The benefits of using authentic materials in the ESP classroom. Case study. *Analele Universității „Ovidius” din Constanța. Seria Filologie*, 18(1), 137-150.
- National Council of Teachers of English (2013). NCTE/IRA Standards of English Language Arts. *NCTE (National Council of Teachers of English)*. www.ncte.org.
- Neuman, S., & Koskinen, P. (1992). Captioned television as a comprehensible input: Effects of incidental word learning in context for language minority students. *Reading Research Quarterly*, 27, 95-100.
- Newton, J. (2001). Options for vocabulary learning through communication tasks. *ELT Journal*, 55(1), 30-37.
- Nguyen, T. (2017). Integrating culture into language teaching and learning: Learner outcomes. *The Reading Matrix: An International Online Journal*, 17(1), 145-155.
- Nunan, D. (1999). *Second language teaching and learning*. Boston: Heinle and Heinle Publishers.
- Nur, S. (2014). Increasing students' cultural awareness by using film in teaching cross – cultural understanding. Paper presented at the 61st TEFLIN International Conference, UNS Solo. Retrieved from https://eprints.uns.ac.id/26890/1/Proceding_TEFLIN_2014_Book_1.391-393.pdf
- Omaggio, H. (2001). *Teaching language in context, (3rd Ed.)*. Boston: Heinle & Heinle.
- Omid, A., & Azam, R. (2015). Using authentic materials in the foreign language classrooms: teachers' perspectives in EFL classes. *International Journal of Research Studies in Education*, 5(2), 105-116.
- Parahoo, K. (1997). *Nursing research; principles, process and issues*. London, Macmillan
- Peacock, M. (1997). The effect of authentic materials on the motivation of EFL learners. *ELT Journal*, 51(2), 144-156.
- Peterson, E., & Coltrane, B. (2003). Culture in Second Language Teaching. Center for Applied Linguistics. Retrieved from https://media.startalk.umd.edu/workshops/2009/SeattlePS/sites/default/files/files/CAL_%20Digests_%20Culture%20in%20Second%20Language%20Teaching.pdf
- Pujola, J. (2002). CALLing for help: Researching language learning strategies using help facilities in a web-based multimedia program. *ReCALL*, 14(2), 235-262.
- Quinlisk, C. (2003). Media literacy in the ESL/EFL classroom: Reading images and cultural stories. *TESOL Journal*, 12(3), 35-39.

- Rahmatian, R., & Armium, N. (2011). The effectiveness of audio and video documents in developing listening comprehension skill in a foreign language. *International Journal of English Linguistics*, 1(1), 115-125.
- Richard, R. (2004). A critical look at authentic materials. *The journal of Asia TEFL*, 1(1), 101-114.
- Richards, J., & Renandya, W. (2002). *Methodology in language teaching. An Anthology of current practice*. New York: Cambridge University Press.
- Roell, C. (2010). Intercultural training with films. *English Teaching Forum*, 48(2), 2- 15.
- Rodrigues, M. (2000). *Perspectives of communication and communicative competence*. New Delhi: Concept.
- Salomon, G. (1984). Television is 'easy and print is 'tough": The differential investment of mental effort as a function of perceptions and attributions. *Journal of Educational Psychology*, 76(4), 647-658.
- Sandorova, Z. (2014). Content analysis as a research method in investigating the cultural components in foreign language textbooks. *Journal of Language and Cultural Education*, 2(1), 1-34.
- Sarıçoban, A., & Yürük, N. (2016). The use of films as a multimodal way to improve learners' comprehension skills in reading in English language and literature department at Selçuk University. *Turkish Online Journal of English Language Teaching (TOJELT)*, 1(3), 109-118.
- Savignon, S., & Sysoyev, P. (2005). Cultures and comparisons: Strategies for learners. *Foreign Language Annals*, 38(3), 357-365.
- Scacco, J. (2007). Beyond film: Exploring the content of movies. *English Teaching Forum*, 45 (1), 10-15.
- Schulz, R. (2007). The challenge of assessing cultural understanding in the context of foreign language instruction. *Foreign Language Annals*, 40(1), 9-26.
- Seferoglu, G. (2008). Using feature films in language classes. *Educational Studies*, 34(1), 1-9.
- Shea, D. (1995). Whole movie and engaged response in the Japanese university ESL classroom. In C. Casanave & Simons (Eds.), *Pedagogical perspective on using films in foreign language class*, 3-17. Keio University SFC.
- Sherman, J. (2003). *Using authentic video in the language classroom*. Cambridge: Cambridge University Press.
- Snodin, N. (2015). Rethinking culture teaching in English language programmes in Thailand. *RELC Journal*, 47(3), 387-398.

- Stephens, C., Ascencio, R., Burgos, A., Diaz, T., Montenegro, J., & Christian V. (2012). Film circles: Scaffolding speaking for EFL students. *English Teaching Forum*, 50(2), 14-20.
- Stempleski, S. (1987). *Short takes: Using authentic video in the English class*. Paper presented at the 21st IATEFL/VVLE International Conference, Westende, Belgium. Retrieved from <https://files.eric.ed.gov/fulltext/ED294453.pdf>
- Stempleski, S., & Tomalin, B. (1990). *Video in action: Recipes for using video in language teaching*. NY: Prentice Hall.
- Stempleski, S., & Arcario, P. (1992). *Video in second language teaching: Using, selecting and producing video for the classroom*. Alexandria, VA: TESOL Inc.
- Stempleski, S. (2000). "Video in the ESL classroom: Making the most of the movies". *ESL Magazine*, 3(2), 10-12.
- Stempleski, S., & Tomalin, B. (2001). *Film*. New York: Oxford University Press.
- Stempleski, S. (2002). Video in the ELT classroom: The role of the teacher. J. Richards and W. Renandya (Eds.). *Methodology in language teaching: An anthology of current practice* 364-367) Cambridge: Cambridge University Press.
- Stoller, F. (1988). Films and Videotapes in the ESL/EFL Classroom. Paper presented at the annual meeting of the Teachers of English to speakers of other languages. Retrieved from <http://www.eric.ed.gov/PDFS/ED299835.pdf>
- Sufen, H. (2006). On teaching non-English majors listening and speaking through videos. *CELEA Journal*, 29(2), 42-48.
- Suneetha, Y., & Sundaravalli, G. (2010). Incorporating Cross-cultural Communication in ELT: A Pedagogical Approach. Retrieved from <https://pdfs.semanticscholar.org/ace0/fbd0e7adecdea663abaccde5919b49e5e8b8.pdf>
- Tang, Y. (1999). Language, truth, and literary interpretation: A cross-cultural examination. *Journal of the History of Ideas*, 60, 1-20.
- Taylan, U. (2018). VoScreen online foreign language learning environment. *Journal of Educational Technology & Online Learning*, 1(1), 60-69.
- Thanajaro, M. (2000). *Using authentic materials to develop listening comprehension in the English as a foreign language classroom*. Unpublished Doctoral dissertation, Virginia Polytechnic Institute and State University, Blacksburg, Virginia.
- Tidwell, C. (2001). Fools rush in: Developing cross-cultural sensitivity using film-based group projects. Paper presented at the annual meeting of the National Communication Association, Atlanta, GA, November, 2001. Retrieved from https://archive.org/stream/ERIC_ED461901/ERIC_ED461901_djvu.txt

- Tomalin, B. (1991). Teaching young children with video. In Stempleski, S. and Arcano, P. (Eds.) *Video in second language teaching: Using, selecting and producing video for the classroom*. Alexandria, VA: Teachers of English to speakers of other languages, INC.
- Tomlinson, B., & Masuhara, H. (2004). Developing cultural awareness. *Modern English Teacher*, 13(1), 5-11.
- Tomalin, B., & Stempleski, S. (2013). *Cultural awareness*. Oxford: Oxford University Press.
- Tuncay, H. (2014). An integrated skills approach using feature movies in EFL at tertiary level. *The Turkish Online. Journal of Educational Technology*, 13 (1), 56-63.
- Valette, R. (1986). The culture test. In J. M. Valdes (Ed.), *Culture bound: Bridging the cultural gap in language teaching* (pp. 179-197). Cambridge: Cambridge University Press.
- Vetrie, M. (2004). Using film to increase literacy skills. *English Journal*, 93(3), 39-45.
- Wang, C. (2016). Effects of Watching Feature Films in English Learning for Chinese College Students. *Multidisciplinary Studies Theses*. Paper 10.
- Waite, B. (2006). *The role of communicative competence and culture in current foreign language teaching*. (Unpublished PhD Thesis), University of Colorado at Boulder, Boulder, CO.
- Washburn, G. (2001). Using situation comedies for pragmatic language teaching and learning. *TESOL Journal*, 10(4), 21-26.
- Weyers, J. (1999). The effect of authentic video on communicative competence. *Modern Language Journal*, 83(3), 339-349.
- Wood, D. (1995). Good video movies for teaching English as a foreign or second language. *Bulletin of the International Cultural Research Institute of Chikushi Jogakuen College*, 6, 105-125.
- Yayli, D. (2009). Pre-service EFL teachers in practice: Integrating films into language teaching. *STEM Journal*, 10(1), 77-98.
- Yeh, E. (2014). Teaching culture and language through the multiple intelligences film teaching model in the ESL/EFL classroom. *The Journal of Effective Teaching*, 14(1), 63-79.
- Zhang, L. (2011). Teaching Chinese cultural perspectives through film. *L2 Journal*, 3(2), 201-231.



APPENDICES

APPENDIX 1: Open-ended questions to develop the questionnaire items

1. Do you think movies should be used in EFL classroom? Why?

2. Do you think movies can help learn a language? Give your own specific reasons and examples.

APPENDIX 2: Initial Questionnaire Items

Dear Participant!

I greatly appreciate your valuable time and effort that you will spend filling out this questionnaire. Please note that all the information included in this survey is confidential and will only be used for research purposes.

Ardak AKHMETOVA



GENDER _____

AGE _____

1. Have you ever taken any movie-integrated classes? If yes, explain what was your experience in learning English with movies?

2. What do you think of learning English through movies?

3. What do you think of the advantages of using movies in language classes? What benefits can you mention?

4. What is the significance of learning English through movies in achieving a membership to the target society and the culture?

5. Can you compare and contrast social and cultural elements in movies that were different to your own social and cultural elements?

6. Can you compare and contrast social and cultural elements in movies that were similar to your own social and cultural elements?

7. What do you think of the challenges of learning English with movies?

8. How do you think social and cultural elements in movies will contribute to your teaching? How can you use movie segments in your future teaching?

APPENDIX 3: Final Questionnaire Items

Dear Participant!

I greatly appreciate your valuable time and effort that you will spend filling out this questionnaire. Please note that all the information included in this survey is confidential and will only be used for research purposes.

Ardak AKHMETOVA



GENDER _____

AGE _____

1. What do you think of learning English through movies?

2. What kind of challenges did you face while watching movie segments in your advanced reading classes?

3. What do you think of the advantages of using movies in language learning? What benefits did you observe?

4. What is the significance of learning English through movies in achieving a membership to the target society and the culture?

5. Did you compare and contrast social and cultural elements in movies that were different to your own social and cultural elements? Please give examples.

6. Did you compare and contrast social and cultural elements in movies that were similar to your own social and cultural elements? Please give examples.

7. How do you think social and cultural elements in movies can contribute to your future teaching? How can you use movie segments in your future teaching?

APPENDIX 4: Initial Interview Questions

1. Hiç filmler ile bütünleştirilmiş ders aldınız mı? Eğer cevabınız evet ise, filmler ile İngilizce öğrenme deneyiminizi anlatınız.
2. Filmle ile İngilizce öğrenimi konusunda ne düşünüyorsunuz?
3. Sizce dil öğretim sınıflarında film kullanımının avantajları var mı? Var ise neler?
4. Öğrenilen dilin toplumuna ve kültüründe aidiyete ulaşmada, İngilizceyi filmlerden öğrenmenin önemi var mı? Filmleri izlerken filmlerde sunulan sosyal ve kültürel öğeler ile kendi sosyal ve kültürel öğeleriniz arasındaki benzerlikleri ve farklılıkları karşılaştırır mısınız?
5. İngilizceyi filmlerden öğrenmenin zorlukları var mı? Var ise neler?
6. Film kullanımının sosyal ve kültürel öğelerin öğretilmede yardımcı olur mu? Film parçalarını ilerde öğretmenliğinizde kullanmayı düşünür müsünüz?

APPENDIX 5: Final Interview Questions

1. Filmler yoluyla İngilizce öğrenimi konusunda ne düşünüyorsunuz?
2. İleri düzey okuma derslerinde film parçalarını izlerken ne gibi zorluklarla karşılaştınız?
3. Sizce dil öğretim sınıflarında film kullanımının avantajları var mı? Var ise neler?
4. Öğrenilen dilin toplumuna ve kültürüne aidiyete ulaşmada, İngilizceyi filmlerden öğrenmenin önemi nedir? İzlediğiniz film parçalarındaki sosyal ve kültürel faktörlerle/unsurlarla kendi sosyal ve kültürel faktörlerinizi/unsurlarınızı karşılaştırdınız mı? Yanıtınız evet ise, lütfen örnekler veriniz.
5. Gelecekteki öğretmenlik mesleğinizde filmlerden parçaları kullanmayı düşünür müsünüz? Yanıtınız evet ise, lütfen örnekler vererek açıklayınız.

APPENDIX 6: Curriculum
Pamukkale University 2016-2017 Academic Year Second Term Reading and Writing

WEEK	DATE	ISSUES
TOPICS THAT WILL BE COVERED FROM THE BOOKS		
1	30 Jan - 03 Feb	Introduction to the Course Course Definition and rationale of the course General objectives of the course Introducing the grading criteria Discussion (Mutual expectations of the teacher and the students)
2	6 Feb - 10 Feb	Giving information about syllabus of the course Reading: Unit7: Language and Literature Initial Interviews and Informing the students about the Movie Based Reading Classes Writing: Essay Writing Types of Essays. Overall Revision of the Covered Essay Types
3	13 Feb - 17 Feb	Reading: Movie Based Reading for Unit 7 Writing: Cause and Effect Essays
4	20 Feb - 24 Feb	Reading: Unit 8: Space Exploration Writing: Cause and Effect Essays
5	27 Feb - 03Mar	Reading: Movie Based Reading for Unit 8 Writing: Comparison and Contrast Essays
6	06 Mar - 10 Mar	Reading: Unit 9: Sports and Fitness Writing: Comparison and Contrast Essays
7	13 Mar - 17 Mar	Reading: Movie Based Reading for Unit 9 Writing: Problem-Solution Essays
8	20 Mar - 24 Mar	Reading: Unit 10: People and Opinions Writing: Problem-Solution Essays
9	27 Mar - 31 Mar	Reading: Movie Based Reading for Unit 10 Writing: Problem-Solution Essays
10	03 Apr -07 Apr	Midterm Week
11	10 Apr - 14 Apr	Reading: Unit 11: Cross-Cultural Viewpoints Writing : Argumentative Essays
12	17 Apr - 21 Apr	Reading: Movie Based Reading for Unit 11 Writing: Argumentative Essays
13	24 Apr - 28 Apr	Reading: Unit 12: Business and Economics Writing: Argumentative Essays
14	02 May - 05 May	Reading: Movie Based Reading for Unit 12 Writing for Specific Purposes: Writing Summaries
15	08 May - 12 May	Reading: Overall Revision of the term/ Final Oral/written interviews and getting the journals Writing: Overall Revision of the term

APPENDIX 7: One sample lesson plan

Lesson: Reading and Writing

Duration: 50 minutes

Theme: Language and Literature

Movie: Dead Poets Society

Dead Poets Society is a 1989 American drama film written by Tom Schulman, directed by Peter Weir and starring Robin Williams. Set in 1959 at the fictional elite conservative Vermont boarding school Welton Academy, it tells the story of an English teacher who inspires his students through his teaching of poetry.

<p>Pre-viewing activities</p>	<p>Procedure</p> <p>Activity 1</p> <p>In order to draw students' attention to the subject, teacher develops worksheet with key words and pictures from the movie. Such an approach would give students the necessary background to comprehend the subject of the movie. Teacher divides the class into two groups then distributes the worksheet to the students. Each group has to discuss with each other about the subject of the movie by using key words and pictures from the worksheets. Teacher follows discussion with questions to make them share their ideas about the topic.</p> <p>Discussion questions</p> <ol style="list-style-type: none"> 1. What this movie is about? 2. What do you think about the topic of this movie? 3. What is the genre of it? <p>Activity 2</p> <p>Teacher divides students into two groups. Students watch the trailer of this movie. After watching the trailer of the movie, the students get general idea about the subject of the movie and will ready to answer the comprehension questions. Teacher asks questions in order to measure their comprehension about the subject of the movie. In their groups they have to discuss about the movie. Then they talk about the movie with each other.</p> <p>Discussion questions:</p> <ol style="list-style-type: none"> 1. What do you think about this movie? 2. What do you think about the rules in Welton Academy? 3. What are the four pillars of education in Welton Academy? (Tradition, Honour, Discipline, Excellence) 4. What are the traditions of your school and how do these compare with those of Welton?
<p>While-viewing activities</p>	<p>Procedure</p> <p>Activity 1</p> <p>Students will watch the movie segment without the sound. They have to predict what is happening in the movie. Then they compare their predictions with the sound.</p> <p>Follow-up questions:</p> <ol style="list-style-type: none"> 1. What's happening here? 2. Why did he stand up on his desk? 3. Which cultural differences can you identify? 4. What would be your action in this situation?

	<p>Activity 2 Spelling: completing words In this activity students have to watch movie segment with the sound. Teacher gives them sentences taken from the script. In these sentences have words with some letters missing. Each missing letter is indicated by means of a period (.). Teacher gives them a minute to scan the dialogue. While watching the movie segments students have to complete each word so that it is properly spelled.</p> <p>Activity 3 Put in the correct order the event of the scene In this activity teacher prepares sentences regarding to the movie. These sentences are given in a scrambled order. By watching the segments students have to put in the correct order the event of the scene.</p> <p>Activity 4 Punctuation work (Work in pairs or groups) Next, teacher gives the passage which has no periods, capital letters or commas. In this passage given Mr. Nolan’s words to Todd. While watching the video students have to watch the video and then punctuate it fully.</p>
<p>Post-viewing activities</p>	<p>Procedure</p> <p>In this activity teacher shows movie segments with main character’s teaching style in Welton Academy. After watching the movie segments, the teacher asks questions about the teaching style of the main character, the differences between his teaching and the teachers’ teaching in the ELT program at Pamukkale University. They can also compare this school with their program, ELT.</p> <p>Questions: What do you think of Mr. Keating’s teaching style? Would you like to attend a school like this? Why? Which cultural differences did you identify in his teaching style? How can you explain these differences? How different/similar is he from your own teachers? Describe your ideal school in a few words.</p> <hr/>

APPENDIX 8: The list of movies used in the study

Weeks	Topics of the Reading Classes	Titles of the Movies
3 rd week of the course	Language and literature	Dead Poets Society (1989)
5 th week of the course	Space exploration	Interstellar (2014)
7 th week of the course	Sports and fitness	Pele: Birth of a Legend (2016)
9 th week of the course	People and opinions	The Theory of Everything (2014)
12 th week of the course	Cross-cultural viewpoints	Slumdog Millionaire (2008)
14 th week of the course	Business and economics	The Pursuit of Happyness (2006)

APPENDIX 9: Questions for journal entries

1. Write a short description of the movie segments. What new vocabulary did you learn from these movie segments?
2. What was new to you in these segments?
3. What social and cultural elements were reflected in these movie segments?
4. Write down social and cultural elements that were similar or different from your own culture.



CV

Personal Information	
Name	Ardak
Surname	Akhmetova
Birth Date and Place	28 June, 1988/ Kazakhstan
Nationality	Kazakh
Address and E-Mail Address	Stahanova Str.26, Semey, Kazakhstan akhmetovaaardak@mail.ru
Educational Background	
Primary School	Satpayev Primary School, Kazakhstan
High School	Satpayev High School, Kazakhstan
University (Undergraduate)	Kazakh Humanitarian- Juridical University of Semey, Kazakhstan
University (Masters Degree)	Pamukkale University, Turkey
Foreign Languages	
Russian	Excellent
English	Excellent
Turkish	Very Good
Professional Background	
09. 2010- 06.2011	English Teacher at English School “OLIS” Semey, Kazakhstan
09. 2011 –10. 2014	- Specialist of Higher Qualification, Department of International Cooperation, Semey State Pedagogical Institute - A teacher of English as a second language, Faculty of Foreign Philology, Department of English Language Teaching at Shakarim State University of Semey, Kazakhstan.
10.2014 -08.2015	- Head of the Department of International Cooperation at Shakarim State University of Semey, Kazakhstan.

	-A teacher of English as a second language, Faculty of Foreign Philology, Department of English Language Teaching at Shakarim State University of Semey, Kazakhstan.
06.2017-09.2017	-English Language School “Ortadoğu Yabancı Dil Kursu”, A teacher of English, Turkey. -English Language School “ECE” (English Culture and Education), A teacher of English, Turkey.
09.2017- 08.2018	A Teacher of English at Denizli Doga Schools, Turkey.
09.2018-02.2019	A Teacher of English at Mentora College Denizli, Turkey.