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

AUTHORS: Ardak AKHMETOVA,Demet YAYLI

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Ardak Akhmetova[1]

Demet Yayli[2]

[1] Pamukkale University, Turkey / Contact: akhmetovaardak@mail.ru ⓘD

[2] Pamukkale University, Turkey / Contact: demety@pau.edu.tr ⓘD

Abstract

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' perceptions toward integrating movie-based lessons into their future teaching. This study was implemented with 30 pre-service teachers enrolled at an ELT Program of state university in Turkey. All pre-service teachers were instructed to respond to an initial and a final questionnaire, and the results revealed that using movie segments in the reading classes positively affected pre-service teachers' cultural and social awareness and their views on integrating movie-based lessons in their future teaching. After teaching sessions, pre-service teachers argued that using movie segments in their reading classes was enjoyable and provided a very different experience than the ones in other classes. Participants 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. Therefore, it is important for future teachers to have such movie-centered learning and teaching experiences before they graduate.

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Introduction and background

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 learners practice the language in an entertaining way as it is enjoyable and innovative and stimulates participation in class. Movies have an advantage of holding learners' attention and contributes to students' concentration in the lessons. 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 improve their listening and communicative skills. In Goctu's study (2017), it is emphasized that movies in the language classroom can help students enhance their four language skills. Similarly, Al-Muhtaseb's research article (2012) focuses on the positive effects of using movies on increasing learners' pronunciation and speaking skills. His study highlighted that using English movies and songs in the teaching process enhanced the English majors' pronunciation and speaking skills.

Movies are valued as an efficient way to create multi-literate learners in today's digital world. Hence, movies are used as an alternative teaching aid in education systems especially in language education. 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. Ismaili (2013) claims that using authentic materials such as movies 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 a globalized world with various cultures and languages, cultural awareness is an important part for raising international collaboration and comprehension. Using movies or authentic videos in the classroom is a great way to help students learn more about target language together with its culture. As Cardon (2010) stresses, "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). In Snodin's research study (2015), 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. 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. In another study, Zhang (2011) provided an example for teaching Chinese cultural perspectives though discourses from movie clips. It exemplified how students can be taught differences, alternatives, and critical language and cultural awareness using comparative, reflective, and interpretive methodologies. Similarly, learners' cultural awareness and cultural experiences were focused in Brooks-Lewis' qualitative action-research study (2014). At the end of the study, the participants expressed that comparing and contrasting the target culture with their own culture helped them be aware of 'real' people conversation and of how cultural differences influenced their behavior, thinking and acts.

In an EFL classroom, the chances of a teacher to meet learners with low motivation and interest in the lesson are likely to be very high. As a remedy, Stempleski and Tomalin (2001, p. 1) suggest 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."

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 facilitates learning a new language and provides learners with new and vivid experiences. Movies can be a useful and enjoyable tool for teachers in their teaching process. A lot of researchers investigated teachers' and students' views towards using movies in the EFL classroom with the aim of improving learners' language skills (Aliyev & Ismayilova, 2017; Firman & Fithry, 2011; Fitriana, 2011; Lialikhova, 2014; Lucantonio, 2000; Mirvan, 2013; Rahmattin & Armium, 2011; Sarıçoban & Yürük, 2016; Weyers, 1999). The movie-integrated language teaching studies conducted with the participation of pre-service

EFL teachers are very few (Seferoğlu, 2008; Wang, 2016; Yaylı, 2009) and none of the earlier studies so far focused on the views of EFL pre-service teachers about the use of movies as a cultural and social awareness-raising tool in an advanced reading class. To fulfill this need, we decided to focus on how movie segments can help raise pre-service EFL teachers' cultural awareness. With this purpose in mind, we prepared some movie segments in line with the themes of the syllabus of the advanced reading class.

In essence, in the current study, several purposes were served. First of all, the study was designed to investigate how short segments from movies can help a group of pre-service EFL teachers raise their cultural and social awareness in an advanced reading class. Secondly, the researchers aimed to capture these pre-service EFL teachers' views toward studying reading supported with short segments from movies. 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, their possible challenges while watching movie segments in class were inspected. To be able to achieve these purposes, we used the following research questions as guiding tools:

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

5. Did the participants 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 participants' own social and cultural lives?

Method

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 implemented with the participation of 30 first-year pre-service teachers enrolled at the ELT Program of Pamukkale University. The whole study was completed during the spring semester of the 2016-2017 academic year. 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. 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 researchers decided on the selection of the movies. For each week, the first researcher prepared a lesson plan for the movie-integrated class (See Appendix 1 for a sample lesson plan) and shared this plan with the second researcher (i.e., also her advisor in the MA program) and the reading course instructor before the actual lesson. In fact, the course instructor provided both the content of her course and provided some clarifications for some misunderstandings of the researchers while checking the lesson plan. The students' consent for the study was taken by both the researchers and the course instructor. The participants were informed about the details of this new practice beforehand. In Table 1, some information about the participants is presented.

Table 1. Distribution of participants regarding their gender and age

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		

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 at 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 researchers were not the instructors of the group, the course instructor recommended these students as the most talkative and interested students in class.

Instruments and procedure

In the present study, the research design was qualitative. The main purpose was to investigate how short segments from movies can help pre-service EFL teachers 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. In addition, Creswell (2014, p. 32) 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's making interpretations of the meaning of the data."

Two open-ended questionnaires were used in the present study. As the first step, at the beginning of the semester, the participants completed an initial questionnaire before they started their practice with the movie-integrated reading classes. And as the second step, interviews were conducted orally with six of the participating students. After the initial questionnaire and interviews were completed, teaching sessions with movie segments were conducted in advanced reading classes for six weeks. Finally, the final questionnaires and interviews were conducted with the aim of identifying participants' final 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 reading classes each week. The entries of the participants were shaped according to the questions provided by the researchers at the beginning of the movie-integrated teaching sessions.

The items in the questionnaire were developed after a thorough 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 researchers administered an open-ended questionnaire including two items. From the responses, the item pool for the open-ended questionnaire was developed. In addition to this, four experts helped us 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 a group of ELT program students other than the participants. After piloting the questionnaire, these items were revised, and they took their final shape. For an in-depth analysis of the research, 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 clarity of questions.

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 achieve a more effective and enjoyable lesson environment.

Therefore, the researchers 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 1). Participants watched movie segments without subtitles. Each teaching session lasted for about 50 minutes. Movies for each session were chosen regarding the topics and themes of the advanced reading class which were highlighted in the curriculum. The first researcher used *AVS Video Editor* program to prepare movie segments from movies for each teaching session.

Before watching the movie segments, the participants were provided with some pre-viewing activities including watching the trailer and answering some 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 and talk about the movie content. In addition to this, the first researcher prepared worksheets with key words in order to draw students' attention to the subject. Regarding this, Harrison (2009) claimed that vocabulary preparation beforehand can reduce students' failure in the lessons. Thus, providing students with key vocabulary lists beforehand familiarizes learners with the key concepts and terms which they can encounter in the activity and thus benefit teachers to receive more active classes.

During these teaching sessions, participants were provided with while-viewing activities regarding the movie segments. True-false, finding some mistakes, fill-in-the blanks, watching movie segments without sound and ordering the events types of activities were used in the sessions. All these 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 this advanced reading class. After viewing short movie segments, as post-viewing activities, the participants were provided with discussion questions regarding the movie segments. They 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.

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 the following questions:

- Write a short description of the movie segments. What new vocabulary did you learn from these movie segments?

- What was new to you in these segments?

- What social and cultural elements were reflected in these movie segments?

- Write down social and cultural elements that were similar or different from your own culture.

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. At the end of the semester, all film response journals were collected for data analysis. In addition, the participants were informed that the information collected via questionnaires, interviews and film response journals would be confidential and be used only for research purposes.

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. To analyze the questionnaire and interview data, content analysis was administered by the first researcher and a colleague. As Zhang and Wildemuth (2009, as cited in Sandorova, 2014) outline, qualitative content analysis is beyond merely counting words or specifying objective content from texts. Additionally, Cohen et al. (2007, as cited in Sandorova, 2014) define content analysis as the process of four Cs; i.e. coding, categorizing, comparing and concluding. In this respect, after teaching sessions were completed, the first researcher started coding the participants' responses to the initial and final questionnaires and their interview transcripts. While coding them, the first researcher used the research questions posed earlier as guidelines.

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. Before coding the interview data, the first researcher translated the participants' responses into English. Besides, the researchers 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).

At the end of the teaching sessions, participants' journals which they kept during these six weeks were collected. The researchers analyzed and coded the participants' journal entries in line with the research questions. 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. In sum, as the data sources (i.e., reflective journal entries, questionnaires and interviews) were integral and complementary to each other, the findings obtained from these several sources were analyzed and interpreted by keeping the research questions in mind. Put it succinctly, the research questions acted as guidelines or broad categories of inspection.

Findings

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

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. They emphasized that using movie segments in the classroom helped them improve their listening and speaking skills. 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 more. Movie-integrated teaching practice provided them with real-life conversations that take place outside the classroom. 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 and gave them a better chance to practice their English with the help of different activities in classes.

In terms of problems encountered, the participants' responses revealed that at the beginning of the teaching sessions, they had problems with their listening skills. However, repeated practices with 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 mostly agreed that being exposed to movie segments in the classroom helped them practice their all language skills but contributed to their listening most.

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

> 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)

As another dimension of their language improvement, 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. This way of practicing English was beneficial for them to learn new words and pay attention to their correct pronunciation. The participants of the present study realized that they pronounced many words incorrectly before but after their experience, they became more sensitive.

> Movie segments helped me pronounce new words correctly. During movie-integrated activities, I tried to check my pronunciation of some words. (F. Q. P11)

> 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. (F. Int. P3)

The pre-service teachers' responses also showed that teaching sessions with movie segments helped them increase their vocabulary. The majority of the participants of the present study expressed that movie-integrated classes helped them enrich their vocabulary knowledge. 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 vocabulary comprehension and learning.

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

> I think movies are beneficial. With the help of activities with movie parts, I have learned new words. (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 in this sense and help learners raise their visual literacy skills.

Some participants' views about movie segments in an advanced reading class were coded under the theme of making individual learner differences visible. These participants commented that while using movies in the classroom teachers can differentiate their 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 the use of 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. However, 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 became more helpful in time as they started to feel more confident. In other words, movie segments became useful in reducing their anxiety in terms of learning a new language. In sum, a change in the advanced reading classes that was achieved with the integration of activities centering movie segments made some differences among learners (i.e., some compared themselves and their speaking skills with those of others, or realized that they were more anxious than others) more visible to both learners and the course instructor.

> 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)

> I realized that I am not as fluent as some of my classmates and I get anxious when I miss some parts in the movies. I think our teacher also realized this. (F.I. P4)

> Movies help us use phrases or elements from movies in our everyday life. I think it helps learners reduce their 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)

As these results showed, many of the participants found this experience highly beneficial. They believed that movie-integrated lessons can increase learners' motivation to participate in the lessons. In their final responses, some pre-service teachers stated that the lessons with movie segments helped create a different classroom atmosphere and supported their willingness to cooperate in the lessons. 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 the use of movie segments in the classroom helped learners manage some of their individual differences (i.e., the levels of motivation and anxiety) through providing a more stress-free environment for language improvement.

The second research question of the study aimed at identifying the pre-service teachers' views regarding the integration of 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 experiences with movie-integrated language learning before. As initial questionnaire 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' positive views toward using movie-based lessons in their future language teaching increased after their practice with movie segments. Based on the pre-service teachers' final questionnaire responses, 28 (93.3 %) of the participants showed their strong support of integrating movies into their future teaching and only 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 in-class experience with movie segments.

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

Participants	Initial questionnaire	Final 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 %

The participating pre-service teachers mentioned that integrating movies into their future teaching can help build a better relationship with their future learners. Using movies in the classroom can create positive effects on learners' motivation, behaviour, and teacher-student relationship. They expressed that movie-integrated lessons can help future teachers be more 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 raise their cultural awareness so that they felt themselves culturally more knowledgeable. They insisted that cultural and social awareness of other countries can help them develop a close relationship with their future learners. In sum, pre-service teachers' views emphasized 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 us be a better observer of the target culture. I think such cultural awareness will help me create a better relationship with my future students as well. (F. Q. P21)

The third research question of the present study focused on examining the pre-service teachers' past experiences with movie-integrated language learning. 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 them had an experience with movie-based lessons in their previous language learning.

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 %

Eight of the pre-service teachers shared their earlier experiences with movie-integrated lessons. Two of them expressed that movie-integrated classroom helped them improve their speaking and listening skills earlier. According to the three of them, their previous experiences with movies in high schools helped them in their English preparatory classes of the ELT program. Other three 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. In sum, learners who had had an experience with movie-integrated language learning were far more aware of the importance of the relationship between culture and language and of the need for practice with activities before, during and after viewing.

> Last year, we watched movies in speaking and listening classes. We were provided with discussion questions regarding the movies. This experience contributed to my speaking and listening skills a lot. (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)

The fourth question of this research study aimed at identifying how movie segments helped the participants improve their cultural and social awareness in an advanced reading class. The participating pre-service EFL teachers mentioned that a passive reading of texts was boring for them; however, having their reading classes with movie segments integrated was different, interesting and fun, and helped them gain new information about other cultures.

> I recognized that learning English with movies enriches us in terms of being 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)

The participating pre-service EFL teachers mentioned that after reading the texts in their reading classes, they were eager to watch the movie segments related to the texts. They realized that watching movie segments enhanced their interests to read more about the target culture and also to read books based on which movies were produced. They mentioned that their curiosity about new cultures rose after watching movie segments in their reading classes.

> I was interested in reading more about other cultures while we watched movie segments from movies. (F. Int. P3)

The participants of the present study believed that cultural and social awareness about other cultures helped them change their views about other nations and to accept other cultures' views or traditions. Experiencing a new culture through

movie segments was like stepping into a whole new world which was real. Moreover, they mentioned that accepting cultural differences gave them an advantage in terms of becoming more culturally competent. As we all know, an awareness of different cultures and a promotion of positive views toward cultural differences can be listed among the positive effects of learning a foreign language.

The fifth research question of the study focused on identifying the challenges which the participants faced while watching movie segments in their reading classes. After these sessions, they were asked about the challenges, and their responses varied. The majority of the pre-service teachers expressed that the different accents in the movie segments created difficulties. As mentioned earlier, some complained of their limited success in listening skills. Some participants mentioned that their inexperience with movies and movie-integrated language learning created some comprehension difficulties. However, the participants also mentioned that with the help of activities (pre-viewing, viewing and post-viewing), they started to better understand the meanings in the segments. Therefore, they emphasized that using interesting activities with movies facilitates learners' comprehension.

Some of the participants mentioned that they had problems with unknown words and phrases during their teaching sessions. In their final responses, it was emphasized that a lack of vocabulary knowledge can raise difficulties in learning a new language. 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. Finally, some movie genres were not found to be interesting so there was low participation. Therefore, teachers should pay attention to learners' interests, likes and needs while choosing appropriate movies and also provide subtitles if there is a need; thus they can increase classroom participation of learners.

The six question of the study focused on identifying whether differences or similarities of social and cultural elements in movie segments influenced participants' own social and cultural lives or not. The results of this study revealed that practicing English with movie segments in classes can be useful in achieving a membership to the target culture. The participants mentioned that cultural and social awareness about the target culture helped them feel like a member of the target culture. They stated

that cultural differences of countries in terms of meals, clothes and lifestyles were interesting for them to observe.

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

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

Discussion and conclusion

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 can make learners' individual differences 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. Their views were in line with the studies by Lialikhova (2014), Lucantonio (2000) and Al-Muhtaseb (2012) 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 findings (2017) which showed that using movies can help improve learners' four language skills.

Another finding of the current study showed that the movie-based lessons can help learners improve their pronunciation. They were sure that language practice with movies was one of the beneficial ways of improving their pronunciation skills. The findings of the current study are in line with Wang's research study (2016) which indicated that movies in English learning can improve learners' pronunciation and can be a helpful way of practicing English. Additionally, findings supported that practicing English with movie segments helped these pre-service teachers enrich their vocabulary knowledge. The participants of Seferoğlu's (2008) and Fitriana's (2011) studies and the pre-service teachers of the current study revealed that movie-integrated classes contribute to learners' vocabulary knowledge.

An interesting finding was that keeping journals during the teaching sessions helped learners understand the movie segments better and improved their vocabulary knowledge in the lessons. This is in line with what Lialikhova (2014) revealed in her research study. Also, in Holden's study (2000), 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 edifying language practice. As King (2002, p. 510) 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."

In the present study, the pre-service teachers' views toward integrating movies into their future teaching were also examined. Their views about movie-based reading classes were important for the present study because experiencing movie-based classes could affect their future teaching career. As Stempleski (2002, p. 364) 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."

The results of this investigation showed that using movie segments in classes positively affected the participants' views on the use of movies in their future teaching career. The participants did not show a high interest toward integrating movies into their future teaching in their initial responses. After their practice, however, they were observed to show a stronger intention towards using movies in the future. 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 Yaylı's study (2009), in which pre-service teachers' views were positive as well

in terms of movie integration 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 feel more successful in classes. 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 can positively influence learners' self-confidence and can help them realize their ability in terms of learning and teaching a new language.

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. The studies by Weyers (1999), Mirvan (2013), and Sarıçoban and Yürük (2016) 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. The similar findings in Mirvan's study (2013) revealed that movie-based lessons helped students be active participants in classes and motivated them to read more books. Watching movie segments in their reading classes increased the participating pre-service EFL 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' cultural awareness but also their reading interests and motivations. The participants believed that the awareness of a new culture and comparing differences between two cultures is a good experience for learners. The pre-service EFL teachers believed that cultural and social awareness about other

cultures changed their views about other countries and enabled them to accept the differences between cultures. As stressed in Suneetha and Sundaravali's report (2010), accepting cultural differences between cultures and promoting one's ability to interact with the speakers of the target culture are important in teaching a new language and culture.

For raising students' cultural awareness in the field of education, Kramsch's definition (1993) 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). Teaching sessions with movie segments used in this study helped the pre-service EFL teachers feel like a member of the target culture. Cardon's (2010) and 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 the pre-service EFL 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 EFL teachers expressed that the cultural and social awareness of a new country can help learners feel themselves as members of the new culture and can be helpful in preventing them from a culture shock. Suneetha and Sundaravali's (2010), Brooks- Lewis's (2014) and Snodin's (2015) research studies found that cultural awareness can be best acquired when students are provided with resources with the help of which 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 enrich their knowledge about the target culture and appreciate values and traditions of other cultures. Additionally, the participants of

the present study mentioned that an increased sensitivity toward a new culture increased their bravery in communicating with native speakers.

To sum up, it could be concluded that practicing languages skills with movies can positively contribute to pre-service EFL teachers' language development and cultural awareness, and such movie-integrated language practices can enable them to see movies as useful teaching tools for their future teaching careers. Teacher educators should create some opportunities to integrate movies into their language classes to improve pre-service teachers' vocabulary stock, speaking, listening and pronunciation skills. Moreover, using movies in language classes can help teacher candidates manage their difficulties in communication. Therefore, it is important for future teachers to have this experience before they graduate from ELT programs. In addition, these findings recommend that pre-service EFL teachers' previous experiences should be taken into consideration because learner's lack of experience with movie-based classes can create some difficulties at the beginning. Thus, it can be recommended that all language teachers working at different school levels with language learners of varying proficiency levels should do their best to allocate some of their classroom time for movie-integrated language teaching, starting from the early stages of foreign language education.

Limitations

In the present study, the participants were pre-service EFL teachers of a single state university in Turkey. Future studies might be designed around data that are collected from several universities. The sample size in this study was limited to only 30 participants so it is recommended that the sample size in the future studies should be increased in order to have more reliable data. With larger numbers of participants, researchers can collect more reliable data.

In the current study, teaching sessions were conducted over a short period of time. They lasted only for six weeks. It is recommended that a further study should be designed to collect data in 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.

Notes on the contributors

Ardak Akhmetova is an MA student in the Department of Foreign Languages Education at Pamukkale University. She did her undergraduate work at Kazakh Humanitarian University in Semey, Kazakhstan. Her research interests are language practice with films, individual learner differences and teacher education.

Demet Yayli is a professor in the field of English language teaching. She earned her PhD from Dokuz Eylül University and now works at the Foreign Languages Education Department at Pamukkale University. Her research interests are teacher education, identity development of language teachers, genre-based writing instruction and academic writing.

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APPENDIX 1: 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.

Pre-viewing activities	**Procedure**
	Activity 1
	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.
	Discussion questions
	1. What this movie is about?
	2. What do you think about the topic of this movie?
	3. What is the genre of it?
	Activity 2
	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.
	Discussion questions:
	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?
While-viewing	**Procedure**

activities	**Activity 1**

Activity 1

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.

Follow-up questions:

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?

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.

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.

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.

Post-viewing activities	**Procedure**
	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.
	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.