

**USING MOVIES IN EFL TEACHING:
the point of view of teachers**

**Master's thesis
Virve Ruusunen**

**University of Jyväskylä
Department of Languages
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<p>Koska kieltenoppijat ovat nykypäivänä entistä homogeenisempi ryhmä, kaivataan vieraan kielen opetukseen vaihtelevia ideoita ja opetusmetodeja. Elokuvat ovat muun muassa autenttisuutensa ja monikanavaisuutensa vuoksi hyödyllinen keino opettaa vierasta kieltä, myös englantia vieraana kielenä.</p> <p>Tutkimuksen tavoitteena oli selvittää, miten suomalaiset englanninopettajat käyttävät elokuvia omassa opetuksessaan ja mitä mieltä he ovat elokuvien käytöstä viidellä eri kieltenopetuksen osa-alueella: suullisen kielitaidon, kirjoittamisen, sanaston, kieliopin ja kulttuurin opettamisessa.</p> <p>Tutkimus toteutettiin internet-kyselynä kevään 2011 aikana. Vastaajat valittiin satunnaisesti Länsi-Suomen eri kaupungeista ja heitä lähestyttiin sähköpostitse. Vastauksia kyselyyn tuli 50 kappaletta. Vastaajat opettivat eri kouluasteilla ja he olivat myös hyvin eri-ikäisiä, joten vastaajien opetuskokemus vaihteli muutamasta vuodesta useisiin kymmeneen vuosiin.</p> <p>Kyselyn perusteella selvisi, että opettajat käyttävät elokuvia englannin opetuksessa etenkin kulttuurin opettamiseen. Osa vastaajista käyttää elokuvia lähes viikoittain, kun taas osa käyttää elokuvia vain muutamia kertoja vuodessa tai ei lainkaan. Elokuvien hyväksi puoliksi vastaajat nostivat niiden motivoivuuden, autenttisuuden ja vaihtelun, jota ne tuovat opiskeluun.</p> <p>Elokuvien käytön esteenä vastaajat näkivät tekijänoikeusasiat, elokuvien käytön aikaa vievän luonteen ja materiaalin löytämisen vaikeuden. Useat vastaajat mainitsivat, että käyttäisivät elokuvia omassa opetuksessaan mielellään enemmänkin, jos tarjolla vain olisi valmista materiaalia. Tällöin elokuvien käyttö ei vaatisi liikaa suunnittelua, vaan tarjoaisi opettajille melko vaivattoman ja opetukseen vaihtelevuutta tuovan opetusmetodin.</p>	
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1 INTRODUCTION

Nowadays the foreign language learners in school are rather heterogeneous not only as far as their proficiency level is concerned but also when it comes down to their interests and learning strategies. Thus, this should be taken into account when planning teaching and lessons. One way of bringing variety and flexibility into the classroom is the use of movies in EFL teaching.

Furthermore, there are some previous studies about using movies in EFL teaching. For instance Champoux (1999) has studied the use of films as a teaching resource and Allan (1985), Stoller (1988), Katchen (2003) and Sufen (2006) have analysed the use of films and videotapes concerning particularly EFL or ESL teaching. However, in order to be able to build a broad enough perspective on the topic it is good to notice for instance themes such as authenticity, which has been studied by Gilmore (2007) and Mishan (2004), and different learning styles, studied for example by Reid (1987). By combining these previous studies it is easier to notice why using movies in EFL teaching is a useful method and has several advantages compared to the more traditional teaching styles.

Firstly, movies can be considered as authentic material and they provide the learners with genuine input (Mishan 2004: 216). The genuine input helps the pupils to understand that there is a connection between the more traditional classroom teaching and the real world and that the foreign language is used in real everyday situations outside the classroom (Gebhard 1996: 89-109). Moreover, as Krashen (1985: 4) points out, a natural input helps the learners to acquire language without necessarily even noticing that they are hearing or reading a foreign language. Secondly, it has been studied that films enhance English language skill development since they bring variety, reality, authenticity and flexibility into the EFL classroom and before anything, diversify the curriculum (Stoller 1988: 1). Thirdly, using movies can motivate the students to study English and the visuality of the film may also help the weaker students to understand since it offers another channel of understanding in addition to just listening to the language (Champoux 1999,

Allan 1985: 48-65, Stoller 1988). These reasons for using movies in EFL teaching are dealt in more detail in chapter 2.

The present study focuses on studying how movies are used in five different areas of language teaching: teaching oral communication, teaching writing, teaching vocabulary, teaching grammar and teaching cultural aspects. When teaching oral skills it is important to notice that textbooks usually focus on more formal language and do not focus on, for instance, small talk or conversational interaction. Movies, on the other hand, can be a good way to teach these skills needed in everyday speech since the language used for instance in contemporary movies can be rather up-to-date and can thus motivate the pupils. Moreover, movies can also rouse feelings and opinions and create discussion (Katchen 2003: 221-236). Thus, for example different types of group discussions or debates can be useful assignments when practising oral communication.

Furthermore, when teaching writing, movies can provide new ideas and bring variety into the classroom. Since writing is a rather complex productive skill and several different aspects need to be taken in to account when teaching it, it can sometimes be challenging to make the pupils interested in it (Katchen 2003: 221-236). However, for instance a film review is an assignment type which interests probably most of the students. Thus, movies can be a great help when teaching writing.

Movies can be also a useful tool when teaching vocabulary. If the goal of the teaching is to provide the students with communicative competence, it is good that they hear contemporary language and more informal discussion as well. This makes it possible for them to pick up for instance phrases or expressions that they could actually use in an English-speaking environment. Of course this depends on the chosen film and its style, but usually films with themes that are closer to the young people's own lives also interest them and can motivate them to study. In that case also the language is usually rather close to the speech of young people. Additionally, words are learned for both active use (i.e. recall and production) and passive use (i.e. recognition and comprehension) and usually the rich language used in

movies provides examples of both of these types (Celce-Murcia and Rosensweig 1979: 241-257). Moreover, movies can be a good way of teaching vocabulary related to a certain theme. It can be easier to practice for instance restaurant or shopping situations with the help of an example provided by a movie.

Also grammar teaching can take advantage of movies. Since students may have different opinions about learning grammar, it can sometimes be very challenging for the teacher to find a way of teaching grammar that would motivate as many pupils as possible. There are several different methods of teaching grammar but still it can be rather difficult for some pupils. However, using audiovisual methods can be motivating and make the teaching more efficient (Van Abbé 1965: 11). A scene of a movie can be used for instance as an introduction to a new grammar theme or as an example of a certain grammar structure.

Using movies is generally highly appropriate for teaching cultural aspects. The textbooks can give a rather narrow picture of the English-speaking world and thus it is important to present the pupils also other English-speaking cultures than just the British and American cultures. Movies provide an authentic and interesting way of doing this and usually movies make it easier for the pupils to relate to different cultures. Moreover, a second language learner's view and understanding of another culture is affected by his or her world view, beliefs, assumptions and presuppositions. These can, on the other hand, be affected by authentic movies (Hinkel 1999: 6). Films can work for instance as a springboard for discussion or as an introduction to a new culture.

The present study sets out to find out how English teachers use movies in EFL teaching in the county of Western Finland and what are their opinions about movies in general. The main research questions focus on how EFL teachers use movies in their own teaching (including the question of how frequently movies are used), what are their opinions about using movies in EFL teaching and for what purposes and how the teachers use movies in EFL teaching. The data of the current study

consists of 50 filled in Internet questionnaires. The data was analysed both quantitatively and qualitatively and the data analysis method was descriptive.

In the present study, the reasons for using movies in EFL teaching will be discussed in chapter 2. Chapter 3 introduces how movies can be used in EFL teaching and in more detail in five different areas of language teaching. The data and methods of the study will be introduced in chapter 4. Chapter 5 presents the results of the study and finally, chapter 6 is a conclusion chapter.

2 MOVIES AND EFL TEACHING

This chapter introduces briefly the concept of EFL teaching and gives reasons why to use films in the EFL classroom. The topics that are discussed are authenticity, the input hypothesis, the positive effect of films on language learning and finally different learning styles and the use of brain in language learning.

2.1 English as a foreign language (EFL): General

English as a foreign language is a concept rather similar to the term ESL, English as a second language. However, the main difference between these two terms is that for EFL learners English is not their first language and they learn English in settings where English is spoken as a foreign language. ESL learners, for one, learn English for instance in the United States or Great Britain but English is not their first language either (Freeman 1998). Furthermore, also Gebhard (1996: 2-4) presents very similar definitions of ESL and ESL. According to his definitions EFL refers to "English as studied by people who live in places where English is not the first language of people who live in the country" and ESL refers to "English as studied by people who speak other languages as their first language – such as Spanish, Arabic, Chinese, or Swahili – but live in places where English is the first language".

Moreover, according to Littlewood (1984: 54) in a foreign language learning situation "the language has no established functions inside the learner's community but will be used mainly for communicating with outsiders". The term second language learning, in turn, indicates that the language has communicative functions inside the community where the learner lives. On the other hand, Prator (1979: 13-15) points out that the term EFL may be confusing for those people, who study English in a foreign surroundings but still operate with the language so much that it is not "foreign" for them. Thus, also other terms have been suggested, such as TESOL ("teaching of English to speakers of other languages") and

TENES ("teaching of English to non-English speakers") and the first one is nowadays rather widely used as a cover-term for (T)EFL and (T)ESL.

Moreover, Freeman (1998: 4) points out that teaching English in a non-English-speaking country differs from teaching it in a natural environment where it is spoken every day. In countries where English is not spoken as the primary language of most people, the students are not exposed to English outside the classroom as easily as ESL learners. They may not hear English or speak it often on their free time.

Also Gebhard (1996: 2-4) emphasizes the differences between teaching ESL and EFL. Firstly, the student populations differ. In several EFL contexts the population is homogeneous in many ways, and the students may share a similar cultural identity despite the possible cultural differences related to religion, for example. However, many ESL settings, on the other hand, are rather heterogeneous, since students may come from a great variety of countries and cultures. As a consequence, this must be noticed when planning the teaching. Secondly, also the goals of learning EFL and ESL are often quite different. In some countries where English is spoken as a foreign language, the primary goal for children learning English is to pass English entrance exams to enter good high schools and universities. However, in an ESL context the goal is often to be able to use English in a native-like manner in order to assimilate into the mainstream English-speaking population. However, Gebhard (1996: 2-4) points out that the goals can be also vice versa, since there are several EFL students who are genuinely interested in learning to communicate with the foreign language, and are interested in for instance travelling, living abroad, doing international business or working as a translator. Likewise, there are ESL students who are interested in passing different types of entrance exams. Yet, at least in Finland, where English is studied as a foreign language, the current trend is communicative language teaching, and the teaching focuses on broadening the students' language proficiency in order for them to be able to communicate in English. Thus, the main goal of teaching is communicative ability. In other words, the teacher teaches the language,

not so much about the language and the main point is not to be able to analyze the language but to use it in various everyday situations.

Gebhard (1996: 2-4) states that also the teacher's concerns are different in EFL teaching than in ESL teaching. In EFL settings the teacher must constantly come up with ways to get students to speak English in class and ways to use authentic language teaching materials. The teacher must also test the students and their level of learning and be able to get the students to take more responsibility for their learning. The pressure may be great at times, but the teacher should not show it to the students but be able to keep them motivated to learn the foreign language. In ESL teaching, for one, the concerns are somewhat less greater, since the students are able to use the language also outside the classroom, whereas for EFL students there are fewer possibilities to apply what they study to communicative situations outside the classroom. However, in both ESL and EFL teaching the teacher needs material which motivates the learners and provides them with the input needed. Thus, movies are a useful and versatile way of ensuring that also students in EFL settings get to hear the foreign language and get a chance to develop their listening and communication skills with authentic language as their model.

2.2 Films in EFL teaching

Planning the teaching of foreign languages can be rather challenging at times. Teaching should be varying, versatile and motivating. The learners' level of proficiency may be very heterogeneous and it is important to notice that when planning the lessons. Using movies can be an entertaining and motivating tool also for learners with different skill level. Movies provide the learners with real-life language input, which may be difficult to receive otherwise in a non-English-speaking environment. In addition, according to many previous studies there are several reasons to use movies in foreign language teaching. Some of these reasons are authenticity, the quality and amount of input provided by movies and the several positive effects that movies have on language learning, for instance the exposure to foreign language and the entertaining aspect of films which also affects students' motivation. Also

the different learning styles and the use of brain are discussed, since movies as a teaching resource affect also these factors.

2.2.1 The positive effect of films on language learning

Using films in EFL teaching may seem to be irrelevant, and some teachers may think that using films is too time-consuming. Moreover, films are quite often used as a light stimulation in the beginning of a lesson or in the end of it. In addition, teachers do not necessarily consider the film as a proper teaching resource, since it may be seen only as entertaining and not as educational. However, Stoller (1988: 1) mentions that some teachers have at first commented on technical difficulties associated with using films and film equipment, but on the other hand have agreed that films enhance the study of culture as well as English language skill development. Using films has brought authenticity, variety, reality and flexibility into EFL classrooms.

According to Champoux (1999) videotapes are nowadays easily accessible and easy to get also for classroom use. In addition, the production quality of the films is high, they are an economical option and they offer both cognitive and affective experiences. Thus, the use of videotapes as teaching material has increased rapidly since the 1970s. Stoller (1988: 1) points out that films extend the range of classroom teaching techniques and resources and not only enhance, but also diversify the curriculum. Champoux (1999) emphasizes that film scenes can make it easier to teach abstract themes and concepts because of their visuality. Also inexperienced students can benefit from films because of their greater feeling of reality. Allan (1985: 48-65) also highlights the realistic examples that the films enable. Combining both audio and visuality makes film a comprehensive tool for language teaching. The visuality also supports the students: it helps learners by supporting the verbal message and provides a focus of attention while they listen.

Moreover, the techniques used in film making let the director to create an experience that often goes beyond what we can experience in real life. In addition, viewers are not just passive observers but their responses also

add to the power of the film. According to Stoller (1988) films are a flexible tool for second language learning and instruction since they add an extra dimension to course design and assure a rich variety of language and cultural experiences. Additionally, films expose the students to authentic target language, speech forms that are not normally encountered in the more restricted classroom environment. The more realistic language often also motivates the students to participate actively in film-related activities. Katchen (2003: 221-236) also emphasizes the authenticity of the language in films. Since the films are often made to sound natural to native speakers of the language, they thus represent authentic language. Films can even to some extent substitute for the input that EFL students cannot receive from outside the classroom. In addition, real spoken language includes several characteristics that a textbook cannot present. These characteristics are for instance false starts, incomplete sentences and hesitations. There are also several regional, gender and ethnic variations and also differences in the level of formality. With the help of films teachers can present these characteristics to students better than with only a textbook. By watching films the students can also explore the issues of appropriateness and pragmatics while observing also linguistic, paralinguistic and nonverbal behaviour.

According to Allan (1985: 48-65) films actually get students to talk and they can be a stimulus to genuine communication in the classroom by bringing out different opinions within the group. Sufen (2006) emphasizes that films are considered an insightful means of teaching, since they reflect people's way of life in terms of variety, contemporaneity and authenticity. The realistic verbal communication also helps the students to pick up the language more spontaneously.

Stoller (1988) points out that the use of films in a content-based curriculum gives the students an opportunity to explore several aspects of a given thematic unit. While watching a film, they can develop their possibly weak background knowledge. At the same time they also exposure to the language. Together such content exploration and

language exposure promote more sophisticated language use. Both content and language are mutually reinforcing and the content provided is not just something with which to practise language, but language becomes the tool with which to explore the content.

2.2.2 Authenticity

Authenticity and authentic materials have been a topic for discussion during the past decades, since using textbooks and ready-made exercises may give a distorted picture of what language is and how it should be learned. Students may get the idea that foreign language only exists inside the classroom and that they do not have to use it anywhere else. Authentic materials usually help them to notice, that knowing foreign language is very useful and that the language can be used every day in different contexts. Gebhard (1996: 89-109) points out that for some teachers it may be difficult to let go of the textbook, since a teacher may be under a great pressure, in which case it is easier to use ready-made exercises and texts. For some teachers it is also mandatory to use at least some parts of the textbook, and it can be difficult to try to combine authentic materials with the textbook. However, using authentic materials has many advantages and it can bring variety and flexibility to the EFL classroom. It can motivate both the students and the teacher and make learning a foreign language enjoyable and fun. However, the terms authenticity and authentic materials can be rather confusing since they have several different definitions. Thus, these definitions need to be discussed.

There are several different definitions of authenticity. For example, authenticity can mean that the material is made for native speakers and not for teaching purposes. Also Allan (1985) points out that authentic material is made for an audience of native speakers. Sufen (2006), for one, gives two definitions for an authentic teaching material. The first is that the material has never been produced for language learning and language teaching purposes. The second is that the material has been produced in a real communication situation. Gilmore (2007: 97-118) points out that authenticity can refer to several different points.

Authenticity relates for instance to: "the language produced by native speakers for native speakers in a particular language community" or "the language produced by a real speaker/writer for a real audience, conveying a real message". Mishan (2004: 30) emphasizes that "authenticity may be something that is realized in the act of interpretation, and may be judged in terms of the degree of participation of the learner".

According to Mishan (2004: 15) the terms "authentic" and "authenticity", their definitions and their application to language learning have been rather controversial. The springboard for this debate has been the concept of Communicative Language Teaching (CLT) which became popular in the 1970s. CLT no longer used strictly structural approaches to language learning but among other things, preferred the use of authentic texts, which had been created for a genuine communicative purpose. Littlewood (1981: x-xi) points out that the communicative approach makes us consider language not only in terms of its structures, such as grammar and vocabulary, but also as in terms of its communicative functions. In other words, the focus is not only on the language forms, but also on what people do with these forms when they communicate with each other. Moreover, the communicative approach combines the newer functional view of language with the more traditional structural view. The communicative approach enables a fuller account of what students have to learn in order to use language as means of communication. It also offers a different basis for selecting and organizing the language items that should be taught. Also Das (1985: xvi-xxiii) emphasizes that the main view of CLT is that the purpose of using language is to convey meanings. According to the theory of CLT language should be learned through communication. This means that language teaching methods should be learned in natural conditions – outside the classroom.

Moreover, another important point by Littlewood (1981: x-xi) is that the communicative approach opens up a wider perspective on language learning by raising awareness of the importance of developing strategies

for relating the structures of language to the communicative functions in real situations and real time. Therefore, the learners must be provided with variety of opportunities to use the language for communicative purposes. The focus in language learning should be on taking part in the process of communicating rather than mastering the individual structures. In addition, according to Das (1985: xvi-xxiii) language teaching methods are considered more successful if they are more natural, meaning that the language learning process inside the classroom does not differ too much from the processes by which people learn languages outside the classroom. Additionally, people learning languages in naturalistic environment are more likely to be less concerned with grammar than was commonly believed. According to the view that language should be learned through communication, the emphasis is on classroom activities which help learners to acquire the rules unconsciously rather than to learn them consciously. Such activities must require the learner to focus on meaning, rather than on form. Therefore, movies can be a useful way to help the students to acquire language rather than learn it consciously.

Movies are a good example of authentic material that can be used in language teaching in order to make the learning process more entertaining, more enjoyable and possibly even somewhat easier. Mishan (2004: 216) emphasizes that films are designed to appeal directly and fully to people's emotions. Also the aspect of entertainment is strongly present as far as films are concerned. Since the use of films in language learning has to do with affective factors, it is very important for the teacher to be able to balance between getting the students to become involved in the films while also exploiting the language learning potential of the films. Thus, using films as authentic material requires an emphasis on the teaching approach, which should be content- and task-based. In addition, also the teachers own attitude towards the films is an important factor in order to be able to treat the films as cultural items instead of mere sources of language input. Moreover, Mishan (*ibid.*) emphasizes the benefits of a content-based approach, which utilizes the film as the input not to teach language but to release it. In other words,

the content-based approach maintains the authentic purpose of the film, its calculated appeal to affect. Furthermore, Gebhard (1996: 89-109) mentions that "authentic materials can reinforce for students the direct relation between the language classroom and the outside world". Thus, for instance films provide the students with examples of real language as it used outside the classroom. In addition, authentic materials offer a way to contextualize language learning. If for instance a repair manual, a menu, a TV weather report or a documentary is used during the lesson, students tend to focus more on content and meaning than on the language, since that is what they would do also outside the classroom. Authentic materials offer the students a valuable source of input, as students can be exposed to more than just the language presented by different textbooks or teacher.

Even though there are several positive aspects in using films as authentic teaching materials, Mishan (2004: 216) points out that it can be rather challenging at times. In order to keep the language classes enjoyable and relaxed instead of making the students passive while watching films, it is important to plan the tasks carefully beforehand and also to check the learners' knowledge of the vocabulary and topic. When the students are familiar with the topic and the vocabulary of the film, it is easier for them to focus on the film as a learning experience as well as an entertaining experience. Furthermore, Gebhard (1996: 89-109) points out some disadvantages of using authentic materials. The first point is that it takes time and effort to locate authentic materials. However, nowadays especially movies are easily accessible for instance at the library and even the prices of DVD films are rather affordable. The second point is that sometimes it may be difficult to make authentic materials comprehensible to the students. The third point is that some learners may not accept authentic materials as valuable learning source but think that they are just entertaining time-fillers during the lessons. Thus, using authentic materials can be challenging at times.

2.2.3 The nature of the input hypothesis

The input hypothesis was developed by Stephen D. Krashen and it is a part of a broader theory of second-language acquisition. The theory consists of five hypotheses, which are *the acquisition-learning hypothesis*, *the natural order hypothesis*, *the monitor hypothesis*, *the input hypothesis* and *the affective filter hypothesis*. Although the input hypothesis was originally developed to adapt to second language acquisition and learning, it is a useful model also in foreign language learning.

According to Krashen (1985: 2) the input hypothesis claims that humans acquire language by understanding messages or receiving comprehensible input. This hypothesis attempts to answer a both theoretically and practically important question: how do we acquire language (Krashen 1988: 32-37)? Even though the learner had not acquired the needed grammar yet, he or she can understand the language with the help of context, which consists of extra-linguistic information, the learner's knowledge of the world and previously acquired linguistic competence. Moreover, Carroll (2001:3-4) emphasizes the difference between learning and acquiring the language and points out that according to Krashen's theories input applies mostly to acquiring a foreign language, not learning it. The main difference between acquiring and learning is that learning is a more conscious process than acquiring. However, both unconscious acquiring and the more conscious learning are processes needed in studying a foreign language. Thus, input can be considered very useful and necessary part of language learning.

Krashen (1985: 2) emphasizes the importance of comprehensible input and states that "input is the essential environmental ingredient". By comprehensible input he means that we obtain it when we understand what we hear or read in another language (Krashen 1988: 1). Another important point about comprehensible input is that if the learner is lacking access to it, there may be severe delays on his or her language learning (Krashen 1985: 14). Since input is an essential part of language learning, movies are a good option to provide the students with this comprehensible input.

Moreover, Krashen (1985: 4) also points out that according to the affective filter hypothesis the learner is more open to acquire language when he or she is so involved in the message that he or she temporarily forgets that he or she is hearing or reading foreign language. Thus, movies are an efficient way of providing the needed input but in an entertaining and captivating way. However, Krashen (1988: 154) emphasizes that even though television and films are good sources of input, the input in question should be at right level, not too demanding for the students but not too easy either. If the students are at intermediate level, the interval of the input should be somewhat short, since it is useless to show beginners for instance a 30-minute video clip and tell them to retell the whole story, since the task is too demanding for them. Of course the task should be adapted keeping in mind the proficiency level of the learners. Most importantly, the main focus should be on understanding the main points of the input, not identifying every single word.

2.2.4 Different learning styles and the use of brain in language learning

There are numerous researches about students' different learning styles. Learning styles are cognitive, affective and physiological traits which indicate how learners perceive, interact with and respond to the learning environment (Reid 1987: 87). In addition, according to Reid (1987: 89) perceptual learning styles is "a term that describes the variations among learners in using one or more senses to understand, organize, and retain experience". Moreover, there are four basic perpetual learning channels. The first is visual, such as reading. The second is auditory, such as listening to tapes or lectures. The third is kinaesthetic, which means total physical involvement with a learning situation. The fourth one is tactile learning, which means "hands-on" learning, such as building models (Reid 1987: 89). It is a fact that not everybody learns by using only one of these learning channels, but usually a person's learning style is a combination of two or more learning styles. Thus, the use of multiple media to present the same concepts has several positive cumulative

effects. Moreover, the use of both hemispheres of the brain is essential. The left hemisphere specializes in digital, deductive tasks that characterize oral and written media. The right hemisphere, on the other hand, specializes in iconic, intuitive tasks that characterize visual media, especially the visual and sound characteristics of a film (Champoux 1999: 2).

In addition, according to Champoux (1999: 2-3) people likely use different cognitive strategies to process verbal and visual media. Some evidence suggests that people learn abstract and new concepts more easily when presented in both verbal and visual form. Other empirical research shows that visual media make concepts more accessible to a person than text media and help especially with later recall.

All in all, as Mishan (2004), Krashen (1985, 1988) and Champoux (1999) stated earlier, movies can be a good help in EFL teaching because of their authentic nature, the input they provide and the options they offer for persons with different types of learning strategies. Firstly, the authenticity of films can make them more interesting as a teaching material. If the topic of the film is chosen carefully the student may be able to identify to the films and thus their motivation can be better. Secondly, the input that movies provide is essential for foreign language learners, since it is not always obvious that the learners hear the language outside the classroom. However, it is important that the input is comprehensible and not for instance too difficult. Thirdly, since learners may have different learning strategies, it is wise to use versatile teaching methods. For instance films provide the learner with both visual and auditory stimulation and thus enable also the use of the both hemispheres, which is essential for efficient learning.

3 USE OF MOVIES IN EFL TEACHING

This chapter discusses the use of movies in different areas of foreign language teaching. The areas discussed are teaching oral communication, teaching writing, teaching vocabulary, teaching grammar and teaching cultural aspects. This chapter also draws our attention to facts that need to be considered when using films in teaching, namely choosing the correct type of movies and other challenges that the teacher may face when using movies in teaching.

3.1 Movies in different areas of foreign language teaching

Movies are a versatile tool for foreign language teaching and they can be used in several different ways when teaching the different aspects of foreign language. This part discusses using films in five different areas of language teaching. These areas are teaching oral communication, teaching writing, teaching vocabulary, teaching grammar and teaching culture. Since the areas differ rather radically from each other, also different teaching methods must be used. Thus, this section discusses each area separately and summarizes how films can be taken advantage of when teaching for instance vocabulary or grammar.

3.1.1 Teaching oral skills

According to Littlewood (1984: 22) the attitudes towards second language learners' speech have evolved during the decades. Until the late 1960s most people considered second language learner's speech as a faulty version of the native language. Errors were seen as signs of learning failures and they were not tolerated. Moreover, the concept of interference reinforced this view: existing habits prevented correct speech from becoming established. However, luckily a new approach became more accepted. According to it also second language learners could be viewed as actively constructing rules from the data they encounter and finally adapting these rules in the direction of the target language system. Thus, the learners' errors need not be seen as signs of failure. In addition, there are some ways in which the teacher can support the learners in order for them to be able to develop their communicative

competence. Firstly, the teacher should encourage the learners from the earliest stages to have confidence in their own system and exploit it for communicative activities. Secondly, the teacher should encourage the learners to compensate for the gaps in their second language knowledge by using communication strategies. Thirdly, communicative effectiveness should be given priority over formal accuracy when evaluating the learners and their development. However, this does not mean that formal accuracy should be abandoned completely. Furthermore, Katchen (2003: 221-236) points out that usually the students who can talk well in their L1 are also good speakers in their L2, since conversation skills are not automatic but can be trained.

Nation and Newton (2009: 120-121) in turn emphasize the importance of conversational strategies. They can help keep the conversation going, even though the learner might be unfamiliar with the topic. A useful technique in conversation is called Q→SA+EI meaning that a question is always followed by a short answer and some extra information about the answer. Another important factor in a fluent conversation is a supportive partner. Learners can also be trained to support each other. This support can consist of supplying unknown words, completing sentences and asking helpful questions. Also repeated tasks can help providing support to speaking. Initially speaking can be difficult, but with repetition it usually becomes easier. Techniques such as retelling or pass and talk are useful ways to encourage also the weaker students to talk. Talking can also be prepared for. This decreases the nervousness of the learners and even the weaker learners get a chance to prepare their speech and focus on the aspects that are more challenging to them. Finally, as spoken language uses more multi-word units than written language, it is worthwhile to memorize some of the more useful sentence stems, such as "I see", "that's right" and "are you sure".

Furthermore, training one's oral skills sometimes consists also of more formal speaking. A characteristic of formal speaking is transactionality, which means that usually the purpose of communication is to provide information rather than just to maintain social contact. Another

characteristic is taking long turns. This refers to the fact that formal speaking is usually not a dialogue, but a presentation which demands speaking for several minutes in a comprehensible and organized way. Moreover, formal speech is often also affected by written language. Usually it involves speaking from notes and academic vocabulary. In addition, formal speaking is done in a careful style in clear and deliberate way with an opportunity for the speaker to monitor the production of speech. Finally, an important point about formal speaking is that it usually requires to be taught, since it is not a skill that comes naturally, but needs also a great amount of practising (Nation and Newton 2009: 120-122).

Furthermore, Nation and Newton (2009: 120-122) emphasize that an important point in formal speaking is that the learner should experience the task from the listener's point of view. This enables him or her to notice some factors that he or she should avoid in his or her own speech or oral presentation. It also helps to develop a sense of having an audience. The learner should also be able to work through several different spoken tasks that gradually increase in complexity. There are various aspects that have an effect on the complexity of the task. These include for instance the amount of preparation needed and the number of items, characters or points to deal with in the information that needs to be presented. In conclusion, all these factors make it easier for the learner to get involved in the discussion in class and makes it less intimidating to use a foreign language. These aspects are a useful way to encourage the learners to talk and build up their confidence.

However, even though the attitudes have changed, teaching oral skills can be challenging at times. Nevertheless, teaching oral skills is very important in order to give the learners the input they need and the tools to develop their communicative competence. However, motivating the learners to use the foreign language can also be a challenge, since learners may hesitate and lack confidence to speak the foreign language. It is important that the teacher provides the learners with opportunities to communicate and motivating communication exercises. Thus, different

communicative activities are useful, since they help the learners to integrate their separate sub-skills into an effective system for communicating meanings. They also activate the learner's capacity for acquiring language through natural processes. The learner's attention is focused on meanings to be communicated rather than on language items to be learnt. (Littlewood 1985: 92-96).

Katchen (2003: 221-236) emphasizes that textbooks usually do not teach for instance small talk and conversational interaction. Thus, films can be an effective way to motivate the learners to develop their oral skills, since movies usually present the most current and real language with for instance different types of fashionable words or expressions. In addition, it is very common that films invoke feelings, opinions and create discussion. This usually helps the teacher to provide the students with reasonable discussion topics. Some tasks focused on oral skills and based on a film could be for instance group discussions about the topic with the learners' own opinions, a debate, re-acting a scene of a film or acting an alternative ending to the film. Mishan (2005: 216-225) also mentions the 'image-sound skim' which means that the learners are encouraged to mention some images or sounds from the movie that particularly struck them and what feelings they evoked. This is a useful way to find out the learners' immediate reactions, since usually the film is still 'working' on their minds and the responses are rather immediate. Another version of this activity is to ask somewhat more detailed questions, such as "what surprised you?" or "what pleased you?". The assignments mentioned here are only some examples, and the teacher should be creative when thinking about the assignments in order to come up with versatile and educating tasks. However, according to Katchen (2003: 221-236) it is possible to build up a whole university level listening and speaking course by using DVD films as the main course material. Even though this type of course was found out to be rather time-consuming, the feedback from the students was rather positive and the lessons were versatile and interesting. Thus, using films in teaching oral skill in the EFL classroom is absolutely worth trying and can be motivating for both the teacher and the learners.

3.1.2 Teaching writing

According to Katchen (2003: 221-236) writing is considered as an active skill, since it is a productive skill, unlike for instance reading and listening. Even though also reading and listening require the active involvement of the brain, it is emphasized in writing. Thus, alongside speaking, also writing needs to be practised versatilely in order for the learners to be able to develop their productive language skills. Gebhard (1996: 221-246) lists some important points which writing include. These are word choice, use of appropriate grammar, syntax, mechanics and organization of ideas into a coherent and cohesive form. However, writing also includes a focus on audience and purpose, and a process of discovering meaning. Since one has to take in to account several different aspects when writing, teaching writing may sometimes be rather repetitious and uneventful. Choosing different text types can make writing more versatile and fun also for the learners. Moreover, films can bring variety to writing tasks.

Some examples of writing tasks based on a film could be for example a film review, a review comparing a film and a book, writing an alternative ending to the film or writing a letter to one of the characters of the film. Also prewriting can be used before watching the movie: the students can for instance write down what they expect the movie to be about based on the title. In prewriting the students get to practise also different ways to get started with their writing: brainstorming, clustering, strategic questioning, sketching, free writing, interviewing and information gathering. These are also useful in writing in general, not only in prewriting. In addition, also drafting is a useful skill to practise, since it helps the actual writing process, as well as revision, which is a useful skill in process writing. Revisioning usually helps the student to find out his or her own language errors and for younger learners it is also a good way to practise patience (Gebhard 1996: 221-246).

3.1.3 Teaching vocabulary

As in every other area of language teaching, also in vocabulary learning there have been several different attitudes and methods which have been varying over the decades. According to Celce-Murcia and Rosensweig (1979: 241-257) the Grammar-Translation Approach emphasized the recognition of written words (e.g. vocabulary) and awareness of each word's part of speech and attendant inflections. Moreover, all the languages were studied similarly to Latin. However, later the Reading Approach emphasized understanding the vocabulary even more, since its primary objective was the comprehension of written material in the foreign language. Both of these approaches demanded looking up words from a dictionary and translating texts from the foreign language, and neither of the approaches aimed at getting the students to actually understand and speak the foreign language.

Thus, two other approaches, the Direct Method and the Audio-lingual Approach rose in reaction to the previous ones. The Direct Method assumes one learns a foreign language by active and meaningful use of it, and in the classroom one uses and hears only the target language. The role of vocabulary is very important, and it is learned in context as an integral part of every lesson.

On the other hand, the Audio-lingual Approach deliberately de-emphasized teaching the vocabulary in the initial stages, keeping it to a minimum until the basic structures and the sound system of the language have been mastered. All in all, during the past decades teaching vocabulary has been of secondary importance. However, nowadays the role of vocabulary is more important and the teachers try to balance between all the different areas of language teaching. Of course also the teacher's own views affect his or her teaching, and if he or she does not think that knowing vocabulary is of great importance, it is likely that he or she does not concentrate on teaching it often enough. However, the current trend is to be able to communicate with the foreign language, and thus vocabulary, alongside with grammar and oral skills, is rather

recognized, or at least it is paid attention to more than for instance thirty years ago.

According to Celce-Murcia and Rosensweig (*ibid.*) there is also a difference between the active use of vocabulary (i.e. recall and production) and the passive use of vocabulary (i.e. recognition and comprehension). The teacher must know to which category the vocabulary items at hand fall into. Active use of vocabulary is of course somewhat more important, whereas the passive use of vocabulary for listening or reading may exclude productive facility altogether. Moreover, the vocabulary items necessary for the development of formal reading and writing skills may not be appropriate when one is learning the less formal vocabulary typical for listening or speaking. Another important point is that the teacher must decide whether the passive vocabulary is to be learned permanently or temporarily, for instance to understand a piece of text or a movie with no consideration for later use. However, all in all both passive and active vocabulary are needed in foreign language learning.

Learning new words in a foreign language is not always easy, and it requires a great amount of repetition and practising. Yuksel and Tanriverdi (2009: 48-54) emphasize the usefulness of English captions when watching a movie. Captions facilitate acquiring vocabulary, since they help the learner to incorporate a word into a context. This was the case at least when shorter clips of movies were used in EFL teaching. Moreover, films can help to learn for instance vocabulary around a certain theme. In fact, according to Wray (2004: 249-267) it is possible to teach vocabulary and even ready scripts of a certain social situation with the help of television. With sufficient repetition and practising even a beginner learner may be able to acquire a great amount of vocabulary despite his or her previous linguistic experience. However, this vocabulary may not be acquired entirely correctly but well enough in order to be able to communicate in social situations. Finally, the acquired vocabulary can then be used for instance in an oral exercise (discussion, interview etc.) or in a written assignment (an essay, film review etc.)

Other vocabulary assignments related to films are for instance word lists or a gap-fill from a certain scene of the movie.

3.1.4 Teaching grammar

According to Larsen-Freeman (1979: 217-228) there have been several different methods also in grammar teaching during the past decades. Methods such as Silent Way, Total Physical Response and Counseling-Learning Approach have been popular. In addition to these methodologies, there are two approaches to language teaching, the audio-lingual and the cognitive-code. The audio-lingual approach is based on an idea by structuralists that in first language learning the child can learn by enough exposure to the language and imitation of the adult model, their mind being 'tabula rasa', an empty board. However, second language learners do not benefit from knowing their first language but it rather hinders them. The techniques for learning grammar are dialogue memorization, pattern practise and structural drilling.

Krashen (1982: 126-146) points out different methodologies used in grammar teaching. The first one, Grammar-Translation Method consists of explanation of a grammar rule, presenting vocabulary as a bilingual list, a reading section emphasizing the rule presented and the vocabulary presented and exercises designed to provide practise both on grammar and vocabulary. The second methodology is Audio-lingualism, which consists of a dialogue which contains the structures and vocabulary of the lesson. The student is expected to mimic the dialogue and eventually memorize it. The practising often happens in groups, and after that the student has to fill up some drill assignments in order for the pattern to become automatic. The third methodology is Cognitive-code, which tries to help the student in all four skills, speaking, listening, reading and writing. Otherwise the methodology is rather similar to Grammar-Translation method. However, Cognitive-code emphasizes the communicative competence and aims for fluency. The fourth methodology is the Direct method. Direct method uses the target language in every situation in the classroom and it is closely connected to inductive teaching, which gives the learners an opportunity to guess or

work out the rules of the language. The teacher tries to ask interesting and meaningful questions in order to keep the learners motivated and get them to provide examples of the target structure. The fifth approach is the Natural approach, which is originally meant for language instruction at the university and high school levels. Its principles are that class time is devoted primarily to providing input for acquisition, the teacher speaks only the target language in the classroom and the students can use either their first language or the foreign language and errors are corrected only if communication is seriously impaired. Other principles are that homework may include formal grammar work and that the goals of the course are semantic. The sixth method is total physical response, which has the following principles: 1) speech is delayed from students until understanding of spoken language "has been extensively internalized" 2) "Achieve understanding of spoken language through utterances by the instructor in the imperative" 3) "Expect that, at some point in the understanding of spoken language, students will indicate a 'readiness' to talk". The seventh method is Suggestopedia, which consists of three parts: review done by traditional conversation, games etc., presentation of new material in the form of dialogues and finally reading the dialogue by the teacher while students follow the text and do Yoga breathing in order to reach a relaxed and meditative state. All in all, these different methods have their positive and negative sides, and some of them are still used, while others are considered old-fashioned and vague.

Grammar teaching also has two different approaches, the deductive and inductive ways of teaching and learning. According to Larsen-Freeman (1979: 217-228) in deductive learning the teacher tells the rule and then leads the learner in subsequently deducing examples. In other words, the deductive style is more traditional and teacher-led. The inductive way, in turn, allows the learner himself or herself to come up with the rule after the teacher has presented some examples. This is a more modern way to teach and it activates the learner more, since he or she can form the rule and has to think about the examples in order to find out the correct rule. According to Thornbury (1999) a synonym for deductive way could be 'rule-driven', and for inductive 'rule-discovery'.

Moreover, using audiovisual methods, such as movies, can motivate the students to study grammar in a different way. This was noticed already in the 1960s. For instance Van Abbé (1965: 11) points out that using audiovisual methods makes the teaching more efficient and motivates the students to attend the classes. He refers to a course in which audiovisual material was used and as a result of the course the students were able to take in grammatical structures which they could never have learned during the traditional and more formal grammar lessons.

Since grammar can be taught in numerous different ways, also using versatile materials is useful. Thus, using films to teach grammar is also worth trying. Moreover, grammar assignments based on a film could be for example gap-fill exercise, an introduction to new grammar topic, a revision of already learned grammar topic or coming up with a grammar rule based on a scene of the film.

3.1.5 Teaching cultural aspects

With a foreign language always comes also a foreign culture. It is important to try to spread knowledge of the culture of the target country in order for the learners to be able to understand it. Teaching culture in EFL class is extremely important, since textbooks usually give a rather narrow picture of the English-speaking culture. Most of the chapters are about either USA or United Kingdom, and other English-speaking areas are not necessarily represented as well as these two. However, it is important to get the learners interested about all the English-speaking countries and areas in order for them to understand how versatile the English-speaking culture is.

Moreover, it is important to be familiar with the culture if one gets a chance to travel to the target country, but it also helps to understand why the people of the country act like they do and what kind of habits and traditions they have. According to Gebhard (1996: 113-140) there are several different benefits in adapting into a new culture, if one has moved to a new country. These are for instance a fuller sense of security, the

possibility of more success in the workplace, the possibility to establish meaningful relationships with people from the culture, the possibility to gain fluency in the language of the host country, a deeper understanding of one's own country and a deeper understanding of oneself.

Also in foreign language learning it is useful to understand some points about other cultures. EFL teachers can teach cross-cultural communication, which includes adapting behaviour, problem solving, getting to know individuals in order to understand a culture and understanding one's own culture in order to understand other cultures. Nevertheless, according to Hinkel (1999: 6) a second language learner's understanding of conceptualizations and constructs in second culture is fundamentally affected by his or her culturally defined world views, beliefs, assumptions and presuppositions. According to Hinkel (ibid.) "culture and language are inseparable". In conclusion, studying different cultures can make an individual more tolerant and liberal and decrease one's prejudices.

Hinkel (ibid.) also points out that in teaching at least four different notions of culture must be recognized: ethnic culture, local culture, academic culture and disciplinary culture. All these affect the teaching and for instance the discussions about culture. When it comes to film, it must be thought, how cultural the television and movie codes actually are. Additionally, they must be cross-culturally interpretable and both the contrastive and comparative analysis of codes are needed instead of just isolated behaviours. All in all, teaching culture is far more complex than one could imagine.

In addition, movies are a great way to present English-speaking culture. There are movies for instance about Australia, New Zealand or the English-speaking India. Films provide an entertaining way to get to know these somewhat less known English-speaking areas. A film can work as springboard for culture discussions, as an introduction to new culture, or as an informative material. Both written and oral assignments about cultural topics are possible, and they can be done both individually and in

groups. However, movies are a good way to raise questions and discussion in the class, and different students' different views and experiences can be extremely interesting and motivate the students to talk.

3.2 Aspects to consider when using movies in EFL teaching

Even though movies are a nice and useful way to make the lessons more entertaining and motivate the students, the use of movies is not necessarily always easy and there are several factors that need to be considered when using movies in foreign language teaching. A crucially important factor when planning the movie lessons is choosing the movies. There are also other important points that need to be made sure before using movies in foreign language teaching. These are for instance copyright matters, the teaching environment in which to use films and the proficiency level of the learners.

Moreover, Stoller (1988) points out that the use of films and videotapes requires attention and the teacher must play an important part in an effective film lesson in order for the film to be more than just a time filler. It is also important to remember, that the films are neither a substitute for the teacher nor for instruction, but real classroom aids when used properly. In addition, it is the teacher's responsibility to promote active viewing and the film should also promote active participation from the beginning of the lesson in order for the students to be more than just passive listeners and watchers.

3.2.1 Choosing the movies

Stoller (1988) emphasizes that planning the lessons well beforehand and approaching the use of films systematically is significantly important. The films should be previewed and selected carefully. It is also important that the students understand the instructional objectives of a film lesson, since it is probable that they do not necessarily consider the film as a teaching tool, at least not in a similar way as they would consider a textbook. Thus, it is important to give understandable and simple

instructions to the students, in order to make them understand that the film is not just an entertaining way to pass time but that it has certain pedagogical goals. However, Allan (1985) emphasizes that it is important to choose topics that are relevant to the students. The stories should interest and appeal in order for the students to stay motivated. All in all, the topics should be both interesting and pedagogically rich, which can be a challenging combination.

Additionally, one important factor that should be taken into account when selecting appropriate movies is the proficiency level of the students and the comprehensibility of the film. The film should be sufficiently comprehensible so that students can complete the language related tasks and that the teacher does not have to work too hard in order to help the students to understand the language. The comprehensibility of the film is not determined only by the degree of difficulty but also by the specific demands made on the students by the assignments. Moreover, it is important that the students gain confidence and feel in command of the medium (Stoller 1988). In addition, Allan (1985) points out some concrete factors which should be taken into account when choosing a film for certain proficiency level. Firstly, the density of language is important. There should be enough pauses in the dialogue in order for the students to be able to follow along. Secondly, the film should provide the students with enough visual support. This means that the visual messages support the verbal message and it is also possible, at least to some extent, guess what is happening in the film. On the other hand, for the more advanced learners there should be perhaps less picture support, in order for them to receive a greater comprehension challenge. Thirdly, delivery of the speech is also a factor that affects understanding. If the characters speak too quickly or there are various different accents, it can be difficult for the students to understand the language. However, for instance different accents are again a stimulative challenge for the more advanced learners. Fourthly, it is important that the teacher selects good pause points, bits of film that can stand on their own and still be comprehensible.

Stoller (1988) points out detailed criteria for choosing appropriate films for EFL classes. Depending on student proficiency levels, the needs and interests of the students can be taken into account, as well as instructional and curricular objectives and a variety of different film types. However, not all film types are suitable for all students, levels of ability or educational objectives. Each film also dictates different types of activities. Thus, careful selection and previewing of the films is important. Allan (1985) also lists some important phases in selecting a film for English class. The first phase is previewing, since it is important for the teacher to be familiar with the material he or she is teaching. The second phase is viewing the material without sound in order to notice the visual messages. After watching the film without sound it should be watched with sound in order to decide whether the language is comprehensible enough. The teacher should think about the reasons why he or she wants to use the film, what for and with which students. The teacher should also ponder if there are any other materials that can be used with the film, and what makes the film entertaining for the students, why will they like it. It is also important to think beforehand, what he or she expects the students to understand from the film. It makes the preparations easier, if the teacher also thinks about what techniques might work with the film, how much time the film will need and what kind of preparatory work is necessary before the film lessons.

It is also important to link the film into the syllabus in order for it to be more than a time-filling element. It can be rather challenging at times, and it may even be one reason why some teachers consider using movies too difficult and time-consuming. However, Stoller (1988) states that films can be linked into syllabus in various ways: by language items, by functions or by thematic units. It is also possible to use content-based curriculum, in which case the subject matter of the selected film must be related. In this case students can benefit from their previously learned information in the film-related activities or vice versa, reflecting true-to-life demands. Allan (1985: 48-65), in turn, points out, that it is important to think about linking the film into syllabus already during the previewing phase. It is essential to know the goals in order to be able to

plan the assignments accordingly and to be able to reason why using the film is useful for the course or class. By doing this one can avoid the situation, where the film is just a time-filling element without any particular pedagogical goals. Moreover, if the film is left for something "extra" it is also much easier to forget. In addition, Allan (ibid.) points out that there are several different ways to link the film to the syllabus. It can be linked through language items, for instance language structures or functions. The film can be linked into syllabus through a certain topic, or by activities, for instance listening skills or writing assignments. It is also possible to have a 'video slot', where no specific link is needed, for example a Sherlock Holmes story once a month.

Stoller (1988) emphasizes that the type of film chosen should also complement one's overall instructional and curricular objectives. Academically for instance following categories could be considered appropriate: documentaries, historical narratives, historical drama, educational films, social issue films, drama, mystery and suspense and animated films. Allan (1985) points out more detailed notions of certain types of material. Dramas include all kinds of examples of people communicating and also segments that can stand on their own, in other words short scenes that can be used without watching the whole film. The content of dramas can be certain kind of behaviour or simply just entertaining, good story. However, especially the short clips do not necessarily always work, since often some necessary information is stated earlier on the film or the plot has been established earlier. Also the flow of the conversation can be too quick, and the students cannot follow and pick up for instance some useful expressions. Documentaries, for one, include commentary, location inserts and people talking. When choosing a documentary it is important to consider whether the topic is of interest to the students. The visual support is also a point to consider, since sometimes the students may concentrate too much on the information given verbally. On the other hand, visuality can be also distracting for some students. Also cartoons can be used in the EFL class. They are usually short, and they have a clear storyline. The humour can also be a motivating factor for some students. It makes it easier to follow

the story if the characters are familiar to the students, and it also provides the teacher with more material. The visual support is often rather good in cartoons, and it may be possible for the students to retell the story even though they could not follow the speech. Sound effects can also help to follow the story. However, cartoon can sometimes be too colloquial and the voices may be distorted. This can make the film more difficult to follow, at least for some students.

Moreover, according to Stoller (1988) also the length of the film is a useful thing to consider. The ideal length is difficult to specify, since it varies depending for instance on the film itself, classroom scheduling, equipment availability, course objectives and student proficiency level. However, if the films are used as springboards for other language activities and not just for language comprehension, it is important to choose films that are long enough to convey meaningful content, yet short enough to allow classroom time for pre-viewing and post-viewing activities. Some researchers have suggested that a maximum of two hours should be spent to a combined screening and accompanying activities session. However, this is often limited by lesson schedules and course plans, which do not necessarily allow longer lessons. For instance in Finland, the lessons usually last 45 or sometimes 75 minutes, which is a short period of time for watching movies. Moreover, in Finnish schools it can be also otherwise challenging to link movies as a part of the curriculum since traditionally text books have a strong role as the main teaching material. However, using movies could bring the much needed variety also to Finnish EFL teaching.

3.2.2 Classroom activities

According to Stoller (1988) the film lesson and its activities should consist of pre-viewing, viewing and post-viewing activities. This ensures that the students stay focused and motivated throughout the lesson, and the goals of the lesson are clear to them. The nature and the length of the activities depend naturally on the selected film, the needs of the students, their age and proficiency level and instructional objectives. Allan (1985: 36-47) in turn points out that there are different techniques for using

films. The whole film can be viewed, it can be broken into sections or only one section can be used. This brings variety to the film lessons and ensures that films are used versatily.

Stoller (1988) emphasizes that the pre-viewing activities prepare students for the actual viewing. Some examples of pre-viewing activities could be student polls, interviews, problem solving discussion of the title of the film, brainstorming activities, information gap exercises, and dictionary or vocabulary exercises and so on. Pre-viewing is important in order for the students to be able to follow the film and understand the storyline and characters. Pre-viewing can make it easier for also the weaker students to benefit from the film and its many beneficial aspects.

Stoller (1988) points out, that viewing activities during the film, on the other hand, facilitate viewing of the film. The activities help students to deal with specific issues and focus on characters or storyline also at crucial junctures in the film. Some examples of viewing activities are directed listening, information gathering, film interruptions and second screening. For instance a film interruption helps the teacher to control whether the students have understood what happens in the film. Thus, viewing activities are a simple way to keep students focused on the viewing despite the length of the film.

Finally, Stoller (1988) highlights also the importance of post-viewing activities. They are meant to stimulate both written and oral use of the target language utilizing insights and information from the film. Post-viewing activities should extract the main ideas, concepts or issues of the film, since the small details may have been missed, and it is essential to understand the main points of the film. Post-viewing activities can be for instance film summaries, alternative endings, discussions, comparisons, speed writing, using notes for writing practise, role plays or debates.

Allan (1985) in turn emphasizes that films can be used in various different ways during a language class. A whole lesson can be built around it, or it can be used as a springboard for a set of activities which

follow it. Films can be used for instance when the teacher wants the students to focus on the language, or practise it, for presenting certain topics or producing a commentary.

According to Allan (1985) films can be used for elicitation, since they encourage the students to talk. An example of a task could be silent viewing and then delivering the dialogue. This could be done at the beginning of a lesson. Films can also be used at the presentation stage to present some examples of language. Films can also work as a revision and thus reinforce the things that have already been learnt. Moreover, films usually present more vivid, varied and current language than textbooks. Films actually provide the most realistic examples of the language in use. Thus, they support the textbook and its language but also add an extra dimension to language learning.

Films can be used also for language practise and use of visual prompts can be useful. This can be executed for instance with video workbooks which have still pictures of the film and some expressions which have to be combined. This activity is suitable for previewing but can also be used for recalling. Also different role plays are a fun way to exploit the film. Other activities are for instance video drills and comprehension exercises (multiple choice, true/false questions, gap-filling tasks).

Films can be used also for presenting topics. Suitable activities are for instance collecting information or debating a topic. Collecting information can be done with view and check exercises or listen and draw/check/compare exercises. These assignments are very versatile and easy to vary depending on whether the students are expected to develop for example their listening skills or oral skills. Moreover, especially the debates are a useful way to get the students to talk and express their opinions about a certain topic. Furthermore, films are an excellent way to encourage the students to produce a commentary. The students can for instance produce their own scripts and find out how the films are produced. Using materials which tell stories enable for instance gist listening or retelling the main elements of the plot.

3.2.3 Making full use of the film

According to Allan (1985: 66) it is important to try to exploit all the positive sides that a film can offer on language teaching. For instance, visuality is obviously a great part of films, and it can help also the weaker students to follow the film and understand what is happening. There are non-verbal signals in a film, for instance gestures, facial expressions, eye contact, posture, proximity, appearance and setting. All these factors play an important part in the film and may help or, on the other hand, also possibly hinder watching the film. Moreover, there are two possible dangers which may appear if the film is used purely as a vehicle for a language. The first one is overlooking the visual clues that the students may pick. Thus, visuality is important, and it is individual how people react to it. The second one is keeping the focus on language and missing a good opportunity to focus on the message. Sometimes films have a strong theme which is handled very versatilely and deeply, in which case it is useful to take advantage of it. The theme or the message can be for instance discussed together, in order for the students to get oral practise.

In addition, it is important to choose a right type of setting. The teacher should choose a sequence which opens up with a general view of the setting. Also choosing the correct characters to follow is important. There may be several different characters in a film, but the teacher should choose a central one and also pay attention to the relationship between different characters. If the selected scene presents a central character, it is easier for the students to follow the film and get a general view of the plot.

Using films at different learning levels also adds to the challenges of the teacher. Allan (1985) points out that at basic level the main role of movies is to provide the learners with stepping stones to real world use of language. The movie confirms that the language they are studying is actually used in the real world. Additionally, it gives learners confidence in their ability to cope with the real situations they may face. At intermediate level movies provide variety, interest and stimulation. They

are examples of the real use of language as well as encourage comment, speculation and prediction. Finally, at advanced level movie is a provider of real world experience. The focus is on the message and language is rather a tool than a focus of attention. The film is also a stimulus for different classroom activities. All in all, films can be used effectively at different skill levels, when the needs and character of the different level students are taken into consideration.

3.2.4 The challenges of using movies

Even though using movies can diversify the curriculum and motivate the learners to study a foreign language, using movies is not always straightforward and trouble-free. According to Stoller (1988) using movies requires for instance extensive preparation and thus some teachers may feel that using movies is too demanding. Since teachers usually are rather busy, preparing film lessons is considered too time-consuming and it is perhaps easier to follow a text book instead of preparing the film and the related assignments. Moreover, Champoux (1999: 240-251) points out that using films is not only time-consuming for the teacher, but it can also take time away from other classroom activities.

Champoux (ibid.) points out that an important factor which may hinder the use of films is the copyright law. Copyright restrictions have to be taken into account when planning the film lessons. Furthermore, at least in Finnish schools it can sometimes be unclear even for the teachers whether or not they can show films in the classrooms. In these cases it is useful to have a common custom at the school so that everyone knows what is legally acceptable. The teachers should find out the rules and regulations or for instance the principal of the school could inform them.

In addition, Stoller (1988) mentions also poor equipment as a factor which may complicate the use of films in teaching. However, nowadays the language classrooms are rather well equipped, and almost every classroom has either a television or a computer, which allows using for

instance DVD films. Yet, in smaller schools it may be possible that also poor equipment hinders the use of films, but it is not very likely nowadays. In addition, it is important that there are films available at school. The teacher can of course use also his or her own films, and a broad range of films is available on libraries and even renting or buying DVD films is rather affordable nowadays. Nevertheless, the teacher must keep in mind the costs and make sure that the film lesson does not overrun the budget.

Stoller (1988) and Champoux (1999: 240-251) emphasize that using films in language teaching must be done avoiding students and teacher turning passive. In other words, the curriculum should be content-based and the film should be used as a springboard for other activities. The assignments must be planned keeping in mind the skill level of the learners and they should be challenging enough but not too difficult in order to keep the students motivated. The assignments should also be activating enough for different type of students regardless of their knowledge or personality. It is also important to notice that the students' reactions may vary and for some students for instance a certain scene can be distracting.

4 THE PRESENT STUDY

In this chapter the data and methods of the present study will be explained and discussed and the research questions will be presented. Moreover, the questionnaire used for data collecting is described and the methods of gathering and analysing the data are clarified.

4.1 Research questions

The present study aims to find out how Finnish EFL teachers use films as a teaching resource on their classes. There is not much previous study of the same topic, not at least from the same point of view. The present study has two main research questions: 1) do EFL teachers use movies in their own teaching, and what are their opinions about using movies in EFL teaching and 2) for what purposes do EFL teachers use movies and how. The main questions have also several sub-questions:

1) Do EFL teachers use movies in their own teaching, and what are their opinions about using movies in EFL teaching

1.1 Do the teachers use movies in EFL teaching at all and why/why not

1.2 How often the teachers use movies in EFL teaching

2) For what purposes do EFL teachers use movies and how

2.1 How do the teachers use films in EFL classes to teach oral communication

2.2 How do the teachers use films to teach writing

2.3 How do the teachers use films to teach vocabulary

2.4 How do the teachers use films to teach English grammar

2.5 How do the teachers use films to teach cultural aspects in EFL classroom?

In addition, the present study also aims to find out whether using movies is considered easy and useful. Also the feedback of the pupils is an area of interest in the questions. All in all, the main focus is on the opinions of teachers. Moreover, the study also aims to find out how using films on EFL classes could be made easier.

4.2 Questionnaire, data collection and data processing

Using a questionnaire as a means for gathering the data has several advantages. Since the aim of the study is to find out teachers' own experiences and opinions about using movies in EFL teaching, a questionnaire is a practical way to gather a large pool of data. Moreover, the results of a questionnaire can be generalized. Additionally, questionnaires save the researcher's time and effort as they are usually rather easy to construct, the data collection is often rather quick and data processing fairly straightforward (Dörnyei 2003: 3, 9). In addition, questionnaires are very versatile as they can be used for several types of purposes for all types of people and in several types of situations, and questionnaire data is suitable for quantitative, or qualitative, analysis (Dörnyei 2003: 10, 14, Alanen 2011: 146). However, according to Dörnyei (2003: 3, 10) using questionnaires may be challenging sometimes. Reliability and validity may be difficult to achieve, and the questions have to be straightforward enough and well constructed in order to avoid any misunderstandings.

A questionnaire must always be planned carefully. Alanen (2011: 149-153) highlights some important points. Firstly, the questionnaire must be planned keeping in mind the target group and the research questions. The questions should provide the researcher with relevant information which can be applied to the themes and research problems of the current study. If the questions are so called 'closed questions', i.e. there are certain options, it is important that the questions are framed so that they do not affect the respondents' opinions or attitudes. Secondly, also the estimation scales must be planned carefully. Thirdly, there can be also open-ended questions. They can be more informative than closed questions and give interesting information to the researcher. However, answering open-ended questions can be time-consuming and processing the answers can be statistically unreliable. Fourthly, also the language of the questionnaire must be thought thoroughly. The statements should be short and simple and the language should be natural. Fifthly, it is good to think also about the order of the questions. The questionnaire should be appealing enough for the respondents to fill it in and thus it is good to

start the questionnaire with for instance easy background questions. Finally, giving proper instructions is essential when executing a questionnaire. The respondents should know what the questionnaire is about, what are the aims and by whom the questionnaire is made. It is good to emphasize that there are no wrong or right answers but the respondents are encouraged to tell their own opinions freely.

Even though the questionnaire has to be planned carefully and constructed keeping in mind several important points, it is still possible that there will be some problems with using a questionnaire. Dörnyei (2003: 10-14) and Alanen (2011: 160) list some possible disadvantages of using a survey. Firstly, the answers may be rather simple and superficial, since the questions cannot be too detailed. The respondents may not be willing to use a long period of time for filling in the questionnaire, which may limit the depth of the investigation of the answers. Secondly, the respondents may be unreliable and unmotivated to fill in the questionnaire and to answer the questions honestly. Thus, the results of the questionnaire may vary greatly from one respondent to another, depending on the time and thought used for answering the questions. It is also possible that the respondents leave out some questions, either by mistake or on purpose. Thirdly, there is often little or no opportunity for the researcher to double-check the validity of the answers. The respondents may simply misunderstand some of the questions or forget something. Fourthly, sometimes it is possible that the respondents do not provide true, honest answers about themselves but answer in a way that they think they should answer. In other words, the questions are often rather transparent and the respondents are able to guess about what the desirable, acceptable or expected answer is and provide this answer even if it is not true. This is natural to human nature, since usually people want to present themselves in a good light. In addition, other possible disadvantages are self-deception, acquiescence bias, halo effect and fatigue effects, which all may have an effect on the respondents' answers.

The questionnaire used in the present study (see Appendix 1) had to be constructed from a scratch, since there are no previous studies from exactly the same topic with exactly the same target group. One important theme in the questionnaire was the use of movies in different areas of EFL teaching, and thus the questionnaire consists mainly on questions concerning the five different areas of EFL teaching.

The questionnaire was executed as an Internet survey using software called MrInterview. The questionnaire consists of seven parts which include both multiple choice questions and agreement scale questions. Multiple choice questions were used since they are quick and easy to answer and analyse. There were also some open ended questions in the survey, in which the respondents could explain their answer and give their detailed opinions about the themes. The first part of the survey consisted of some background questions, such as the age and the sex of the respondent, his/her experience as English teacher and the class/classes he/she is teaching. The purpose was to gather some factual information about the respondents.

The second part surveyed the use of movies in EFL classroom and the teacher's general opinions about movies. The most important question, "do you use movies in EFL teaching" could be answered by either "yes" or "no" and after that the respondent was asked to provide arguments for his/her answer. Then the respondent was asked how often he/she uses movies in EFL teaching. This question could be answered on a Likert-type scale from 1 to 5 (1=every week or more often, 2=a couple of times a month, 3=once a month, 4=every couple of months or more seldom, 5=never). After this the respondent's opinions were asked. The first opinion concerns whether the respondent thinks that using movies in EFL classes is too time consuming and the time should be used to something else. The second question is about if finding suitable movies is difficult. The third question is whether finding/coming up with suitable assignments is difficult. The fourth question is about whether the movies used on classes are difficult to relate to the curriculum. The fifth question is whether planning movie lessons is too time-consuming. The sixth

question is whether the respondent uses movies in his/her teaching just as a time-filler. Questions from 1 to 6 were answered on a Likert-type scale from 1 to 5 (1=strongly disagree, 2=disagree, 3=do not know, 4=agree, 5=strongly agree).

The third part consisted of questions which handle the use of movies in teaching oral communication in EFL classroom. First question was whether the respondent uses movies in teaching oral communication in an EFL class. This question could be answered "yes" or "no". The respondent was also asked to provide arguments for his/her answer. The next questions were again opinionated questions. Question number three was whether the respondent thinks that using movies is a useful aid in teaching oral communication. The fourth question was whether the respondent thinks that using movies is an easy aid in teaching oral communication. The fifth question was whether the respondent gladly uses movies in teaching oral communication. The sixth question was whether the feedback from students after using movies in teaching oral communication has been positive. Questions from three to six were answered by using a Likert-type scale from 1 to 5 (1=strongly disagree, 2=disagree, 3=do not know, 4=agree, 5=strongly agree).

The fourth part handled the use of movies in teaching writing in EFL classroom. It consisted of exactly the same questions as the third part, but of course the focus was on teaching writing. The fifth part handled using movies in teaching vocabulary in EFL classroom. It also consisted of the same questions as parts three and four; the focus was, however, on teaching vocabulary. The sixth part handled the use of movies in teaching grammar in EFL classroom. It used the same questions as parts three, four and five, with the focus on teaching grammar. Finally, the seventh part handled the use of movies in teaching cultural aspects in EFL classroom and consisted of the same questions as in previous parts, with the focus on teaching cultural aspects.

According to Dörnyei (2003: 8-15) a questionnaire can produce three types of data about the respondent: factual, behavioural and attitudinal. The

factual questions are used to find out facts about the respondents: for instance their age, gender, residential location, occupation, as well as any other background information that may be relevant to interpreting the findings of the survey. In the questionnaire that the present study uses, the first part consisted of factual questions. The behavioural questions, for one, are used to find out what the respondents are doing or have done in the past. There were behavioural questions at the beginning of every part of the questionnaire, when the respondent was asked if he/she uses movies in EFL teaching for a certain purpose. Finally, the attitudinal questions are used to find out what people think. The broad category concerns for instance attitudes, opinions, beliefs, interests and values. The questionnaire used in the present study consisted mostly of attitudinal questions, which were answered on a Likert-type scale.

The questionnaire was carried out by contacting the teachers by email, which included a link to the Internet survey. An Internet survey was chosen since it was an easy and effective way of getting in contact with enough respondents. Also, there are no expenses and responding to the questionnaire is easy as the participants do not have to for instance mail the questionnaire back. Moreover, the answers are already in a form that is easy to code and analyse.

However, using an Internet survey is not fully without problems. Getting the teachers' e-mail addresses turned out to be rather challenging and time-consuming. At first the e-mail containing a link to the survey was sent both to SUKOL (The Federation of Foreign Language Teachers in Finland) and the Federation of English teachers in Finland. This method produced only a couple of answers, and thus the only option was to start checking the websites of schools in order to be able to pick the teachers' e-mail addresses one by one. This turned out to be time-consuming but effective, although some of the addresses were not correct or on some websites there were no contact information of the teachers at all.

The area of Western Finland was chosen for the target area of the questionnaire since it is the county where the University of Jyväskylä is

located and it is not possible to include all areas of Finland into a small pro gradu research. Moreover, the technique used in data collection was cluster sampling (Dörnyei 2003: 71-73). The towns in Western Finland were randomly selected for the study and the questionnaire was then sent to all the reachable English teachers in that town. However, the researcher tried to make sure that there were towns of all sizes included in the questionnaire.

The data received from the questionnaire was handled anonymously and analysed both quantitatively and qualitatively. Some percentages were counted and some charts and tables were made. Moreover, the open-ended questions were of course analysed qualitatively. One important factor about the present study was that there were no hypotheses or other strict preconceptions. According to Eskola and Suoranta (2003: 19-20) this is one important characteristic of a qualitative research. Moreover, Seliger and Shohamy (1989:1 24-127), for one, combine having no hypotheses with the descriptive data analysis method. Thus, the present study and its data analysis can be seen as combination of quantitative and qualitative and thus the data analysis method as descriptive, since there are no hypotheses and the teachers' opinions are merely described.

4.3 Participants

The respondents were randomly selected from different towns of Western Finland and the questionnaire was sent to them by email. The goal was to get respondents of different age and thus different types of experience as English teacher. The respondents were also teachers from elementary school, comprehensive school and upper secondary school. This gave versatile information about teaching on different school levels, and the use of movies was studied regardless of the age of the pupils or students. In March 2011 the questionnaire was sent to 60 English teachers. In August 2011 the questionnaire was sent again to 20 English teachers. However, in September 2011 the amount of responses was still very low. Thus, the researcher decided to gather more responses in a short period of time and the questionnaire was sent to 210 people. All in all, the total amount of questionnaires sent was 300. Finally, the amount of responses received was 50 which makes the response rate 16.7 %.

The response rate is rather low even for a study carried out by using a questionnaire. This was somewhat a disappointment, since an Internet questionnaire was chosen since the original assumption was that it would result in higher response rate because it is easy and quick to use and the filled in questionnaire is also easy to send back to the researcher. However, some of the teachers may not have felt that the theme of the questionnaire is interesting and relevant enough for them to fill in the questionnaire, and some teachers also answered by e-mail that they do not use any movies in their teaching and thus they will not fill in the questionnaire. Moreover, perhaps some follow up letters would have been useful in order to remind the teachers about the questionnaire and to appeal to them to fill it in. It may also be possible that the teachers were too busy during the spring of 2011 and also in August and September, since the schools had just started a new school year. However, this is just speculation and the real reasons for the low response rate will remain as a mystery.

5 RESULTS

The aim of this study was to find out, whether teachers use movies in EFL teaching and what their opinions about movies are. Additionally, I wanted to find out how often movies are used and how they are used in five different areas of language teaching; teaching oral communication, teaching writing, teaching vocabulary, teaching English grammar and teaching cultural aspects. In this chapter the results of the present study will be examined in the following order: firstly, the use of movies in EFL classroom is examined and secondly, the use of movies in five different areas of language teaching is dealt with.

5.1 Respondents

The first part of the questionnaire consisted of background information questions. These multiple choice questions concerned the sex and age of the respondent, his or her experience as English teacher, the groups he or she teaches, the co-operation he or she has done with teachers of other subjects, the possible training that the respondent has got for instance in media education, whether or not the respondent is interested in movies, whether or not the material used for supporting the use of movies in EFL teaching is accessible and whether or not the respondent would be interested in this type of material. The results of these questions are presented in Table 1.

Table 1. Background information about the participants (presented in percents and frequencies)

Gender	Female	Male				
%	96%	4%				
N	40	2				
Age	<30 years	30-39	40-49	50-59	60 or>	Missin
%	16%	22%	36%	18%	6%	g
N	8	11	18	9	3	2%
						1
	<1 year	1-5	5-10	10-15	15-20	20<
Experienc						
e						
as						

English teacher % N	10% 5	14% 7	12% 6	18% 9	22% 11	24% 12
	Primary school	Secondary school	Upper secondary school	Vocational school	Mature students	
Teaching in % N	34% 17	58% 29	26% 13	2% 1	2% 1	
	Yes	No				
Co-operation with other teacher(s) % N	66% 33	34% 17				
	Drama education	Using movies in teaching	Other education			
Additional education % N	28% 14	4% 2	64% 32			
	Yes	No				
Interested in movies % N	96% 48	4% 2				
	Yes	No	Do not know			
Material available % N	14% 7	68% 34	18% 9			
	Yes	No	Do not know			
Interested in material % N	90% 45	8% 4	2% 1			

The age and gender of the respondent were the two first background questions. 40 out of the total 50 respondents (96%) were female and 2 (4%) were male. 8 (16%) of the respondents were under 30 years old, 11 (22%) were aged 30-39, 18 (36%) were aged 40-49, 9 (18%) were aged 50-59 and 3 (6%) were aged 60 or older. One of the respondents did not fill in her year of birth. The gender distribution of the respondents was rather close to what had been expected, since a clear minority of the English teachers reached by e-mail was men. The age dimension of the respondents was a positive surprise, since there were respondents of different age, which was one of the original aims of the study.

The next background question was about the respondent's experience as English teacher. 5 (10%) of the respondents had worked as English teachers for less than a year or one year. 7 (14%) of the respondents had worked as English teachers for 1-5 years. 6 (12%) had worked as teachers for 5-10 years. 9 (18%) had worked as teachers for 10-15 years. 11 (22%) had worked as teachers for 15-20 years and 12 (24%) had worked as teachers for over 20 years. Thus, the majority of the respondents were very experienced teachers with a long work history. This was an interesting matter, since usually the younger teachers use more versatile teaching methods and are more interested in different types of methods. Thus, the presupposition was that younger teachers would be more interested in filling a questionnaire about using movies in teaching. However, for some reason this time the older teachers were more active.

The next question was about the groups and classes that the respondent teaches. 17 (34%) of the respondents work in a primary school, teaching children aged 7 to 12. 29 (58 %) work in a secondary school teaching children aged 13 to 15. 13 (26%) work in a upper secondary school teaching young people aged 16 to 18. One respondent (2%) teaches in vocational school and one respondent (2%) teaches mature students. In addition, one of the respondents (2%) works in all secondary school, upper secondary school and with mature students, 4 of the respondents (8%) work in both primary school and secondary school, another 4 of the respondents (8%) work in both secondary school and upper secondary school and one of

the respondents (2%) works in both secondary school and vocational school. This explains the high percentages in this question.

The next question was, whether the respondent had co-operated with some other subject teacher/teachers during his or her career. 33 (66%) out of the 50 respondents answered yes and 17 (34%) answered no. Those who had co-operated with other teachers were clearly a majority compared to those who had not worked together with their colleagues. Some examples of co-operation were:

Example 1.

"Vierailut toistemme tunneilla, historian opetus englanniksi"

"Visiting each other's lessons, teaching history in English"
(Respondent 6)

Example 2.

"Kansainvälisyshankkeissa lähes kaikkien kouluaineiden opettajien kanssa"

"During internationality projects with almost all subject teachers"
(Respondent 10)

Example 3.

"Luokanopettajan kanssa pyöräretki englanniksi"

"A bicycle trip in English with a class teacher and the class"
(Respondent 13)

Example 4.

"Opiskeluaikana yhdistimme maantietoa ja kuvaamataitoa ja kotitaloutta."

"During our studies we combined geography, arts and home economics." (Respondent 24)

Example 5.

"Luokanopettajan kanssa "pääsiäinen kahdella kielellä" sekä Lontoo ja sen nähtävyydet"

"Together with a class teacher 'easter in two languages' and London and its sights" (Respondent 25)

Example 6.

"Vesiprojekti (kielet, äidinkieli, fyke)"

"A water project combining languages, Finnish, physics and chemistry" (Respondent 27)

Example 7.

"Materiaalin tuotto englantilaiselle ystävyyskoululle taito- ja taideaineista"

"Producing material for English friendship schools in practical subjects and arts subjects" (Respondent 28)

The next question was about the possible additional education that the teacher has got for instance in media education, using movies in teaching or other areas, for instance drama education or environmental education. 14 of the respondents (28%) had got instruction for drama education. Two of the respondents (4%) had received instruction for using movies in teaching. 32 of the respondents (64%) had received some kind of extra instruction, for instance in "drama pedagogics". This percentage was rather high, which shows that English teachers are willing and motivated to learn about new teaching methods and, some extra education, for instance different courses are important to teachers. Nowadays it is almost inevitable to get some additional education in order to keep track on changing methods and trends in teaching and especially in language teaching.

The next question was a very general one, asking whether the respondent is interested in movies. Majority of the respondents, 48 (96%) answered yes and only two respondents (4%) answered no. This explains why the respondents decided to fill in the questionnaire. If they were not interested in movies at all, it would not be probable that they would fill in the questionnaire.

The point of the next question was to find out, whether the respondents think that there is material available for teachers who want some tips for using movies in their teaching. 7 of the respondents (14%) answered yes, 34 (68%) answered no and 9 (18%) could not say. This result was not

surprising. Since using movies in teaching is a theme that has not been studied rather much, it is obvious that there is a need for material, which would help the teachers to get new ideas and use movies in their own teaching. The next question was also rather revealing.

The final background question was, whether the teachers would be interested in this type of material which would provide instructions for using movies in teaching. Majority of the respondents, 45 (90%) answered yes, 4 (8%) answered no and one respondent (2%) could not say. Some reasonings were for instance:

Example 8.

”saisi vinkkejä”

”one could get tips” (Respondent 1)

Example 9.

”Olisi mielenkiintoisempaa elokuvan katsottuaan käydä sitä läpi jollakin tavalla.”

”It would be more interesting to handle the movie in some way after watching it.” (Respondent 7)

Example 10.

”Olisi kiva hyödyntää elokuvia nykyistä enemmän kielten opetuksessa.”

”It would be nice to take advantage of movies in language teaching more than at the moment.” (Respondent 9)

Example 11.

”Innostaisi ja kannustaisi opettajia käyttämään valtaisa voimavaraa kielenopetuksessa hyödyksi parantamaan mm. oppilaiden kuullunymmärtämistä.

”It would support the teachers to use the great resource in language teaching which would improve for instance the students’ listening comprehension.”(Respondent 11)

Example 12.

”Käytän niitä valitettavan harvoin.”

”I use them regrettably seldom” (Respondent 23)

Example 13.

"Olisi helppoa käyttää elokuvia opetuksessa, kun olisi valmiit tehtävät ja johdanto."

"It would be easy to use movies in teaching with ready-made instructions and introduction." (Respondent 25)

Example 14.

"Ajanpuutteen vuoksi. Kun olisi valmista materiaalia, olisi matalampi kynnyks käyttää elokuvia opetuksessa."

"Because of the lack of time. With the ready-made material it would be easier to use movies in teaching." (Respondent 26)

Example 15.

"mielestäni oppilaat ovat yleensä kiinnostuneita elokuvista ja tämän tyypisistä asioista, olisi varmasti oppilaita motivoivaa tekemistä"

"I think that the students are usually interested in movies and such and thus the movies would motivate them" (Respondent 31)

However, there were also some negative attitudes towards the material guiding to use movies in EFL teaching. Some of the reasonings were:

Example 16.

"käytän elokuväpätkiä kielen tai kulttuurin takia, en kaipaa opetusta esim. niiden rakenteen tms ymmärtämiseen. ei ole aikaa näyttää kokonaisia elokuvia"

"I use movie clips to teach the language or culture, I do not need guidance for instance to understand their structure. There is not enough time to show complete movies" (Respondent 21)

Example 17.

"Itsekin voi laatia tehtäviä"

"One can make one's own assignments" (Respondent 28)

Example 18.

"Opetussuunnitelma alakoulussa on liian tiivis, perussetti saatava haltuun, joten aikaa ei löydy elokuvan käyttöön - ja lupa-asiat myös hankalia"

"The curriculum in primary school is too tight. There is no time for using movies. Also the copyright matters are challenging." (Respondent 37)

Example 19.

"Kokonaiset elokuvat liian aikaa vieviä, sopivien lyhyiden pätkien löytäminen vaikeaa eikä niitä voisi toistaiseksi näyttääkään."

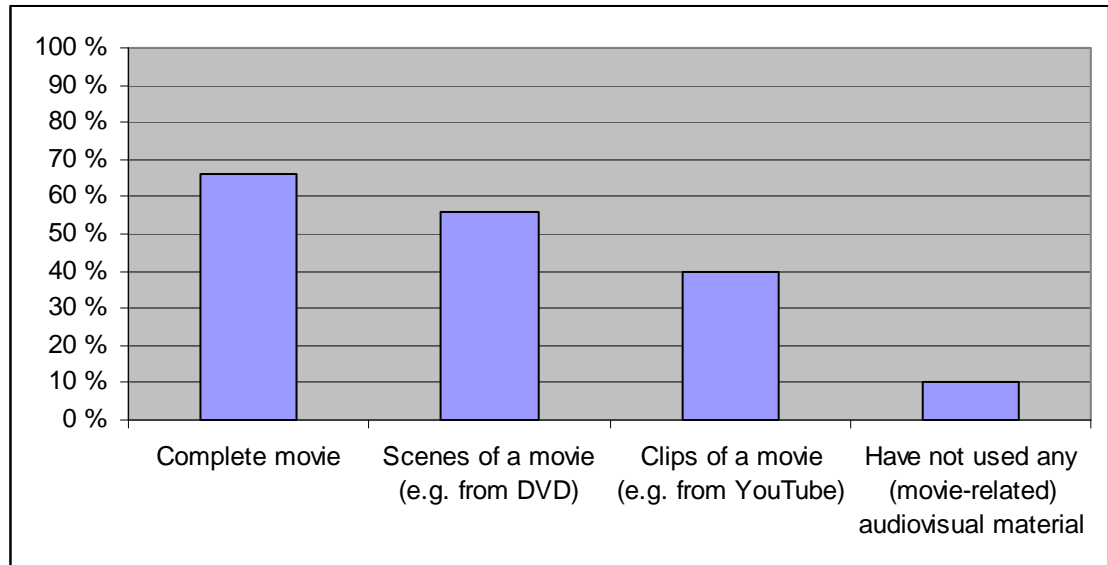
"Whole movies are too time-consuming, finding shorter clips is difficult and I could not even show them, for now." (Respondent 43)

5.2 The use of movies in EFL classroom in general

The second part of the questionnaire (the first part being the background information) aimed at finding out teachers' opinions about using movies in EFL classroom. It consisted of both multiple choice questions which the respondents were asked to answer and also give reasonings for their answers. There were also claims and the respondents were asked to answer the claims on a Likert-type scale from 1 to 5 (1=strongly disagree, 2=disagree, 3=do not know, 4=agree, 5=strongly agree).

The first question was, whether the teacher has used some of the following materials on his or her EFL class: *a whole movie*, *parts of a movie* (for instance scenes of a DVD film), *video clips from movies* (for instance from YouTube) or *no audiovisual material concerning movies*. The results are presented in Figure 1.

Figure 1. The use of movies in EFL classroom.



33 (66%) of the 50 respondents had showed a complete movie in their class. 28 (56%) of the respondents had used some scenes of a movie and only 20 (40%) had used clips of a movie (for instance from YouTube). This can have something to do with the age of the respondents: since only a minority of the respondents were aged 30 or younger, it is possible that the older teachers are not as much oriented towards using computers in their teaching, as younger teachers. Thus, majority of the respondents may not be fully aware of the possibilities that Internet provides in EFL teaching. Finally, only 5 (10%) of the respondents answered that they had not used any audiovisual material concerning movies. This result was expected, since at this point we know that a clear majority of 96 % of the respondents was interested in movies and only small minority answered that movies do not interest them. Thus, these 5 respondents may actually be interested in movies but for some reason they have not used them in their own teaching. There can be several of these reasons, for instance lack of knowledge, lack of ideas or lack of time.

The respondents were also asked to give reasons for why they have used or have not used the types of materials presented earlier. Some of the comments were as follows:

Example 20.

"Kutosten kevät päättyy yleensä elokuvaan. Pätkiä en viitsi etsiä ja katsotuttaa - jos pätkä kestää muutaman minuutin, menee laitteiston asentamiseen toinen samanlainen."

"Usually the spring term on the sixth grade ends with a movie. I do not bother to search for clips and use them, since if the clip is very short, it takes almost as long to install the video equipment." (Respondent 7)

Example 21.

"Elokuvat ovat todella hyödyllisiä. Oppilaat kuulevat niistä autenttista kieltä ja niiden avulla voi harjoitella myös kuullun ymmärrystä. Toimivat loistavasti myös vaihteluna/kevennyksenä perinteisempään opiskeluun."

"Movies are really useful. Students can hear authentic language and they can help with listening comprehension. They are also a great chance for variety in the middle of more traditional studying." (Respondent 8)

Example 22.

"Tunnin piristykseksi, aiheen laajennukseen, kokonaista elokuvaa kulttuurintuntemuksen opetukseen ja esseen/suullisen esityksen pohjaksi."

"To cheer up the students and to broaden the theme, a whole movie to teach about the culture or as a base for an essay or oral presentation." (Respondent 12)

Example 23.

"Yleensä olen käyttänyt elokuvia silloin kun ne liittyvät aiheeseen ja tuovat jotain lisää aiheen käsittelyyn. You tube-klipit ovat voineet myös olla lähtökohta jonkun asian käsittelyyn."

"Usually I have used movies when they have been relevant for the theme and add something extra. YouTube clips have sometimes also worked as a springboard for a certain theme." (Respondent 45)

Example 24.

"Kulttuurintuntemuksen lisäämiseksi, kuullunymmärtämisen vuoksi, myös luetunymmärtämisen vuoksi (englanninkielisen tekstityksen kanssa), myös keventämään opiskelua"

"To give more information about culture, for listening comprehension, also for reading comprehension (with English subtitles), also to lighten studying" (Respondent 46)

In conclusion, also the respondents had noticed the positive effects of using movies. As for instance Stoller (1988: 1), Allan (1985: 48-65) and Champoux (1999) point out, movies diversify the curriculum and bring variety and entertainment into the classroom. Using movies also motivates the students and makes it easier for the teacher to handle even abstract themes and topics.

Nevertheless, there was also some reasoning for not using movies or any audiovisual material in EFL teaching. Some examples were:

Example 25.

"On vaikea löytää sopivia elokuvia (ei K16-tavaraa, muttei liian lapsellistakaan), joissa olisi sopiva teema."

"It is difficult to find suitable films (not too exciting but on the other hand not too childish either) with a proper theme." (Respondent 25)

Example 26.

"Tunnen elokuvia verrattain huonosti."

"I do not know much about movies." (Respondent 23)

Example 27.

"Koen ettei ole aikaa kaiken oppisisällön keskellä käyttää audiovisuaalista materiaalia."

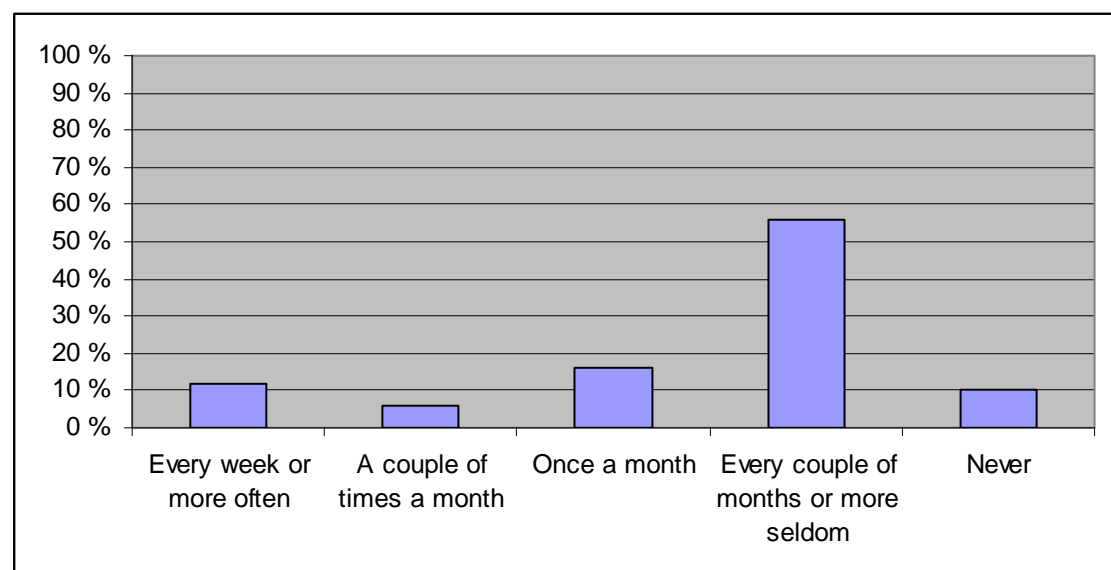
"I feel that there is not enough time to use movies in addition to all the course material." (Respondent 50)

Thus, the lack of time seems to be why many teachers choose not to use movies in their own teaching. Since the curriculum should be the main tool guiding the teaching, the teachers perhaps feel that there is no time for any extra activities. The traditional point of view also emphasizes the role of course books and it may be difficult to combine the book and some additional materials. In addition, also copyright matters were mentioned in the answers. It is an important point but it was also a conscious decision to leave out all the questions and references concerning copyright matters, since the presupposition was that it would affect the respondents' answers and perhaps prevent them from telling freely about their own habits of using movies in EFL teaching.

In the next question the respondents were asked to name some of the movies they had used at some point in their teaching. Some examples were for instance *Wallace and Gromit*, *Mr Bean*, *Dead Poets' Society*, *The Lord of the Rings*, *Winnie the Pooh*, *Casablanca*, *Romeo and Juliet*, *Back to the Future*, *Little Women*, *Big Fish*, *Shakespeare in Love*, *Monty Python* and *About a Boy*. The range of the films used was thus quite wide. There were movies from both cartoons to drama films and from comedies to classics. There were also both classics and more contemporary films. In addition, it seems that the teachers actually use movies for several different purposes and have really put some thought into planning the lessons. Moreover, for instance Stoller (1988) and Allan (1985) emphasize the importance of planning the lessons well beforehand and choosing films that interest the students and thus motivate them to learn.

The next question was about how often the teachers use movies in their own teaching. The alternatives were 1=every week or more often, 2=a couple of times a month, 3=once a month, 4=every couple of months or more seldom, 5=never. The results are presented in percentages in Figure 2.

Figure 2. Frequency of using movies in EFL teaching.



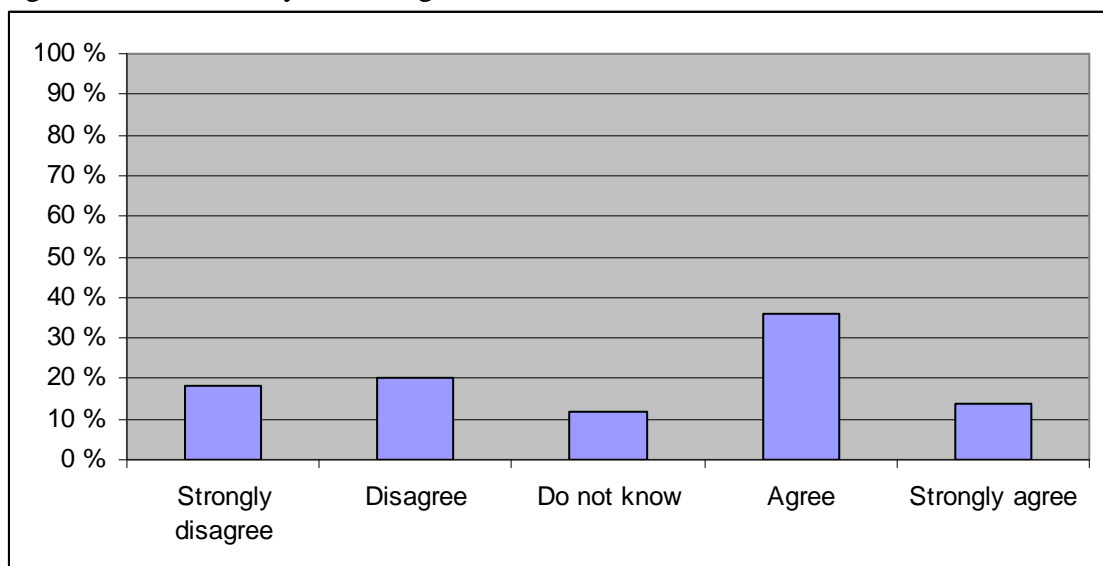
6 (12%) of the respondents answered every week or more often. This was rather unexpected, since the presupposition was that only a few of the

respondents would use movies this often. 3 (6%) uses movies a couple of times a month. 8 (16%) uses movies once a month. The majority of the respondents, 28 (56%) uses movies every couple of months or more seldom and 5 (10%) says that they never use movies in their own teaching. The results of this question were rather as expected, however the high percentage on both extremes was somewhat unexpected.

The next six questions were aimed for finding out the respondents' own opinions about using movies. A Likert-type scale from 1 to 5 (1=strongly disagree, 2=disagree, 3=do not know, 4=agree, 5=strongly agree) was used for responding to the claims. The first claim was: *"I think that using movies in EFL teaching is too time-consuming and takes time from other teaching."* 10 (20%) answered "strongly disagree". 20 (40%) of the respondents answered "disagree". 2 (4%) answered "do not know". 13 (26%) answered "agree" and 5 (10%) of the respondents answered "strongly agree". The result was rather positive, since although many of the teachers had mentioned the lack of time being an important hinder in using movies, only 10% of the respondents strongly agreed with the claim and majority (40%) of the respondents disagreed with the statement.

The second claim was: *"It is difficult to find suitable movies."* The results are presented in percentages in Figure 3.

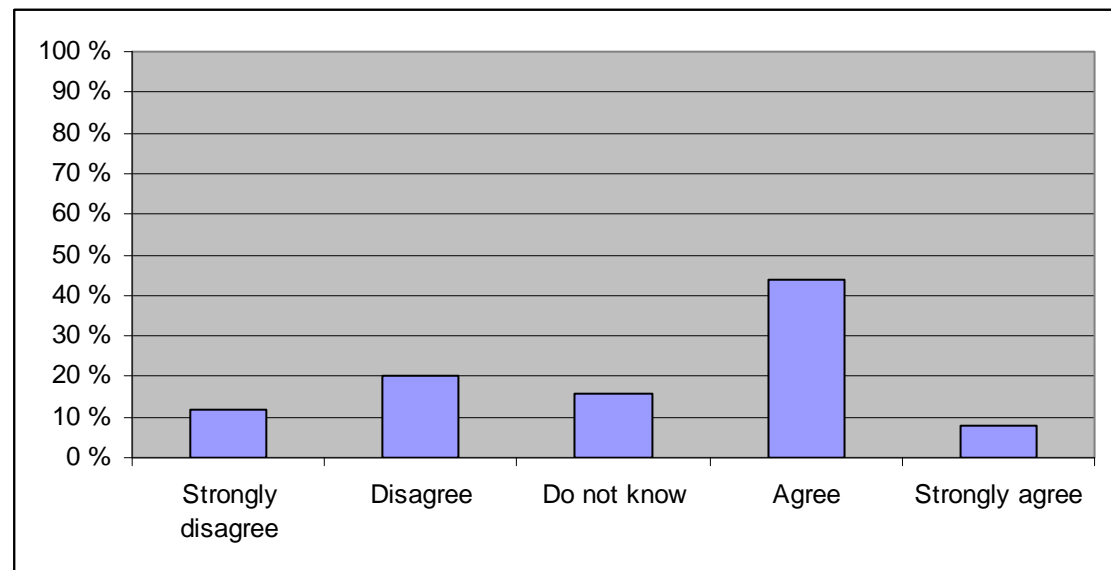
Figure 3. The difficulty of finding suitable movies.



9 (18%) answered "strongly disagree". 10 (20%) answered "disagree". 6 (12%) answered "do not know". 18 (36%) answered "agree" and 7 (14%) answered "strongly agree". This shows that teachers would need guidance for using movies in teaching, since majority (36%) of the respondents agreed with the statement.

The third claim was "*Finding or coming up with suitable, movie-related assignments is difficult.*" The results are presented in percentages in Figure 4.

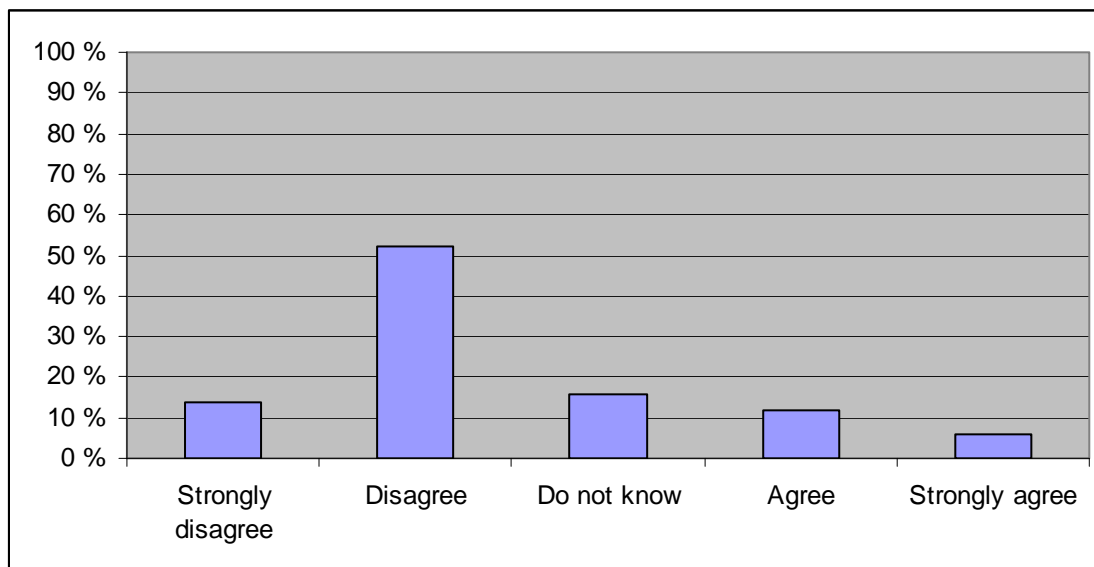
Figure 4. Difficulty of finding suitable movie-related assignments.



6 (12%) answered "strongly disagree". 10 (20%) disagreed with the statement and 8 (16%) did not know. 22 (44%) agreed and 4 (8%) strongly agreed. The majority of the respondents agreed with the statement, which shows that there is a real need for some ready-made material.

The fourth claim was: "*I think that it is difficult to link the movies used in EFL class to the curriculum.*" The results are presented in percentages in Figure 5.

Figure 5. Linking the movies into curriculum.



7 (14%) of the respondents strongly disagreed. 26 (52%) of the respondents disagreed. 8 (16%) of the respondents answered "do not know". 6 (12%) agreed and 3 (6%) strongly agreed.

The fifth claim was: "*I do not have time to plan movie lessons.*" 12 (24%) answered "strongly disagree" and 23 (46%) answered "disagree". 4 (8%) did not know. 9 (18%) agreed with the statement and 2 (4%) strongly agreed.

Claims from one to five claim that perhaps some ready-made material would encourage the teachers to use more movies in their own teaching. For instance a material package with movies grouped according to their themes and ready assignments linked to the movies would probably help teachers to plan their own teaching and make it easier for them to use movies, since they did not have to plan the movie lessons from a scratch and they would not have to use too much time for finding the suitable films and assignments. All in all, a ready-made material would save the teachers' valuable time and make it easier for them to take advantage of movies in their own teaching.

The sixth claim was: "*I think that movies are just time-fillers in EFL classes.*" 15 (30%) of the respondents strongly disagreed and 27 (54%) disagreed. 2 (4%) answered "do not know". 4 (8%) agreed with the claim

and 2 (4%) agreed strongly. Even though the percentages of "agree" and "strongly agree" were surprisingly high, still the majority of the respondents either strongly disagreed or disagreed with the claim. This shows that the teachers' attitude towards using films is positive.

5.3 Using movies in teaching oral communication

The third part of the questionnaire consisted of six questions concerning the teaching of oral skills. The goal was to find out whether the teachers use movies in teaching oral communication and what they think about using movies when teaching oral communication.

The first question was a multiple choice question in which the respondent was asked to choose certain assignments from a list which he or she has used when teaching oral communication. The options were *common discussion about the movie's theme, pair discussion, group discussion, debate, drama assignment* (for instance the students re-act a scene from the movie), or an option *I have not used movies in teaching oral communication*.

19 (38%) of the respondents had used movies in teaching oral communication with the help of a common discussion about the movie's theme. 17 (34%) had used pair discussion and 11 (22%) had used group discussions. Only 2 (4%) had used movies as a springboard for a debate and the percentage for drama assignments was also only 4% (2 out of the 50 respondents). Also 2 respondents (4%) had used some other assignment. When asked to clarify what kind of assignment, they answered:

Example 28.

"kulttuuristen ilmiöiden havainnointi ja niistä keskustelu"

"observing cultural phenomena and discussing them" (Respondent 12)

Example 29.

"Kirjalliset kysymykset ja niistä keskusteleminen"

"Written questions and discussing them." (Respondent 42)

Moreover, a clear majority of the respondents (25, 50%) had not used movies for teaching oral communication. This percentage was high.

The next question was an important one, since its aim was to find out why the teachers have used the methods mentioned above or why they have not used them. Some of the reasonings for using the above mentioned methods were as follows:

Example 30.

"Näkee, onko elokuva/klippi ymmärretty, voidaan harjoitella mielipiteen ilmaisua ja argumentointia. Elokuva ei näin jää irralliseksi osioksi, vaan nivoutuu osaksi oppimista/opetusta"

"The teacher can see whether the students have understood the film/clip and then it is possible to practice expressing opinions and argumentation. This way the movie is not just a loose part of the lesson but becomes a part of the teaching/learning." (Respondent 8)

Example 31.

"Elokuvan avulla on helpompi johdatella keskustelua ja keksiä jutun aiheetta kuin pelkkien kirjan tehtävien pohjalta. Elokuva herättää tunteita ja mielipiteitä."

"With the help of a movie it is easier to guide a discussion than just with the help of the course books. A movie evokes feeling and opinions." (Respondent 12)

Example 32.

"yhteisen katselukokemuksen jälkeen on mukava ja helppo puhua"

"after a common viewing experience it is nice and easy to speak"
(Respondent 38)

Some of the reasonings for not using any of these methods were as follows:

Example 33.

"ei ole aikaa"

"there is not enough time" (Respondent 35)

Example 34.

"ei onnistu pienten oppilaiden kanssa"

"it does not work with the younger students." (Respondent 17)

Example 35.

"Yritän käyttää, opiskelijat lähtevät nahkeasti mukaan."

"I try to use but the students are not willing to discuss." (Respondent 22)

Example 36.

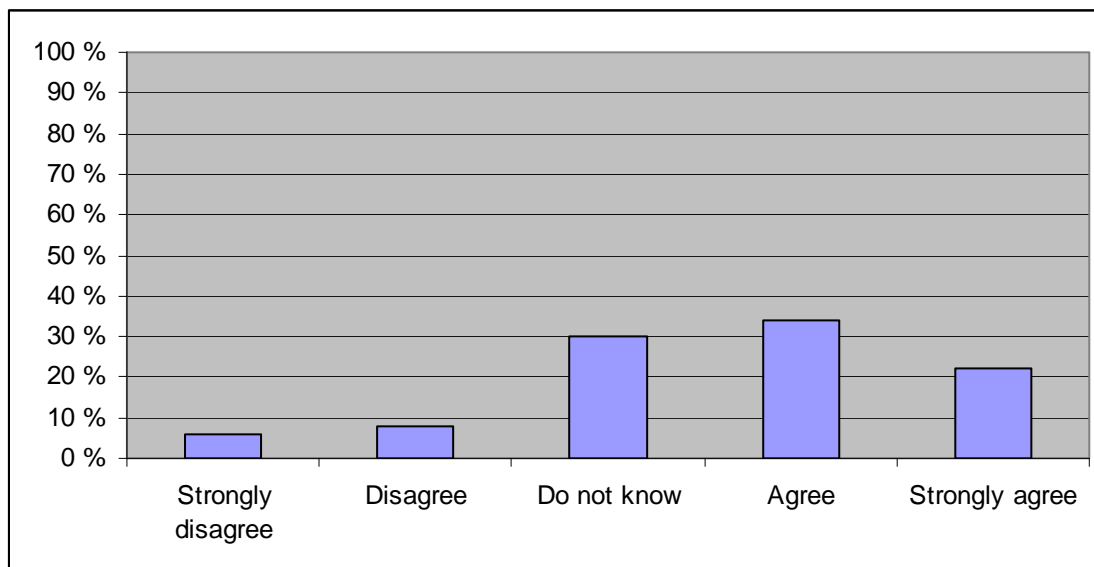
"Hankalaa ja aikaavievää."

"It is difficult and too time-consuming." (Respondent 25)

All in all, one could say that some of the most important reasons for using films is that they interest the students and evoke feelings and opinions and then it is natural to try to express these opinions. On the other hand, reasons for not using movies are for instance lack of time and lack of imagination. Perhaps it is sometimes challenging for the teachers to think creatively, especially if they have used the same teaching methods for a long period of time. This is why some ready-made material would be useful for teachers in order to be able to use more versatile teaching methods.

The next four questions in the questionnaire were claims which were again answered on Likert-type scale from 1 to 5 (1=strongly disagree - 5=strongly agree). The first claim was: *"I think that movies are a useful way when teaching oral communication in an EFL classroom."* The results are presented in percentages in Figure 6.

Figure 6. The usefulness of movies in teaching oral communication.



Only 3 (6%) strongly disagreed and 4 (8%) disagreed. 15 (30%) answered "do not know". 17 (34%) agreed with the statement and 11 (22%) strongly agreed.

The second claim was: *"I think that movies are an easy way when teaching oral communication in an EFL classroom."* 4 (8%) strongly disagreed and 9 (18%) disagreed. 16 (32%) answered "do not know". 16 (32%) agreed and 5 (10%) strongly agreed.

The third claim was: *"I gladly use movies in teaching oral communication in an EFL classroom."* 6 (12%) of the respondents answered "strongly disagree" and 12 (24%) disagreed. 13 (26%) answered "do not know". 14 (28%) agreed and 5 (10%) strongly agreed.

These answers show that teachers' attitudes towards using movies in teaching oral communication are rather positive. Majority of the respondents (34%) agreed that movies are a useful way of teaching oral communication. The easiness of using movies was not as clear, since there was a 32% majority in both options "do not know" and "agree". However, a majority (28%) gladly uses movies in teaching oral skills. These claims also showed that some teachers are unsure about using movies in teaching oral communication, since the amount of "do not

know” answers was rather high. Perhaps the teachers feel that if they do not have much experience about using movies in teaching oral communication, they are not sure about their opinions either.

The last claim aimed at finding out what the students think about using movies in teaching oral communication. The claim was: *”The feedback from pupils about using movies in teaching oral communication has been positive.”* None of the respondents strongly disagreed and only 3 (6%) of the respondents disagreed. A distinct majority of the respondents (37, 74%) answered ”do not know”. Perhaps this is because the teachers may not have asked for feedback at all. 6 (12%) agreed with the statement and 4 (8%) strongly agreed. The amount of ”do not know” answers is too big in order for making any interpretations about the pupils’ opinions. However, in total 10 of the respondents (20%) agreed or strongly agreed with the statement, which shows that at least some of the teachers have got positive feedback from their pupils about using movies in teaching oral communication.

5.4 Using movies in teaching writing

The next part of the questionnaire was about using movies in teaching writing and it consisted of six questions concerning the teaching of writing in an EFL classroom. The goal was to find out whether the teachers use movies in teaching writing and what their opinions about it are.

The first question was a multiple choice question in which the respondent was asked to choose certain assignments from a list which he or she has used when teaching writing. The options were *a gap-fill exercise* (for instance about a scene in the movie), *an essay*, *an assignment about taking notes* (for instance about a scene or the whole movie), *a written summary about the movie*, *a written film review* or *some other assignment* (here the respondent was asked to clarify). Finally, there was also an option *I have not used movies in teaching writing*.

5 (10%) of the respondents had used a gap-fill exercise. 14 (28%) had made the pupils to write an essay about the movie. 6 (12%) had used a note-taking exercise. 16 (32%) had used a written summary and 18 (36%) had used a film review. 4 (8%) had used some other assignments. Some examples were: "writing a column", "a letter to some of the characters", "a poem" and "a song". 18 of the respondents (36%) had not used movies in teaching writing.

In the next question the respondents were asked to justify why they had used or had not used the methods mentioned above. Some of the reasons for using the methods that the teachers mentioned were:

Example 37.

"Oppilaat oppivat ilmaisemaan mielipiteensä asioista"

"The students learn how to express their opinions" (Respondent 28)

Example 38.

"Luovuus lentoon."

"The students get to use their creativity." (Respondent 44)

Example 39.

"Kirjalliset tehtävät pakottavat oppilaat miettimään/työstämään tarkemmin elokuvaa, jota katsoivat ja se ei jää pelkäksi viihteeksi."

"The written assignments force the students to actually think about the movie they have seen and thus the movie is not just some additional entertainment during the class." (Respondent 45)

Example 40.

"elokuva-arvostelu motivoi oppilaita enemmän kuin kirja-arvostelu"

"A movie review is more motivating for the students than a book review." (Respondent 47)

Some reasons for not using these methods were:

Example 41.

"ei ole aikaa"

"I do not have enough time." (Respondent 35)

Example 42.

"en tiedä kuinka käyttää"

"I do not know how to use movies in teaching writing" (Respondent 31)

Example 43.

"Tuli käytettyä uran alussa, kun jaksoi vielä itse enemmän tehdä ylimääräisiä tehtäviä."

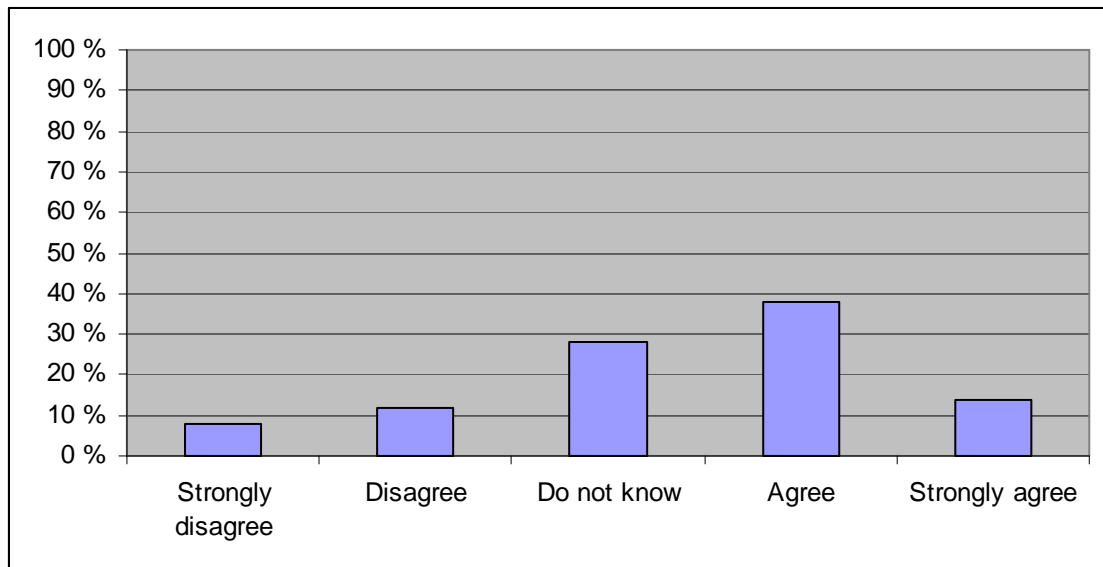
"I used to use movies in the beginning of my career when I still had the time and energy to plan my own, additional assignments." (Respondent 33)

Again, the answers emphasized that those teachers who have used movies in teaching writing use them since they interest and motivate the students and are rather easy to use (do not demand too much preparation. The teachers not using movies for teaching writing justify their own opinions with the fact that there is not enough time to use movies or they do not know how they could use them.

The next questions concerned the use of movies in teaching oral skills. They were answered on a Likert-type scale from 1 to 5 (1=strongly disagree, 2=disagree, 3=do not know, 4=agree, 5=strongly agree).

The first statement was: *"I think that movies are a useful tool when teaching writing in an EFL classroom."* The results are presented in percentages in Figure 7.

Figure 7. The usefulness of movies in teaching writing.



4 (8%) strongly disagreed and 6 (12%) disagreed. 14 (28%) answered "do not know". 19 (38%) agreed and 7 (14%) strongly agreed.

The second claim was: *"I think that movies are an easy tool when teaching writing in an EFL classroom."* 4 (8%) strongly disagreed and 6 (12%) disagreed. 18 (36%) answered "do not know". 16 (32%) agreed and 6 (12%) strongly agreed.

The third claim was: *"I gladly use movies in teaching writing in an EFL classroom."* 4 (8%) of the respondents strongly disagreed and 11 (22%) disagreed. 17 (34%) answered "do not know". 13 (26%) agreed with the statement and 5 (10%) strongly agreed.

The answers show that teachers think that movies are a useful tool in teaching writing. The easiness of using movies was not as clear, since majority of the respondents (36%) answered "do not know". Moreover, not all teachers use movies gladly, since there was a rather great amount of the respondents (30%) who either strongly disagreed or disagreed. On the other hand, there was still a percentage of 36 who either agreed or strongly agreed with the statement.

The fourth claim aimed to find out the pupils' feedback to the teacher. The claim was: *"The feedback from pupils about using movies in teaching*

writing has been positive.” Only one of the respondents (2%) strongly disagreed and 3 (6%) disagreed. 30 (60%) answered ”do not know”. 10 (20%) agreed and 6 (12%) strongly agreed.

Again the amount of feedback from the pupils is perhaps not sufficient in order for the teachers to be able to evaluate what the pupils think about using movies in teaching writing. However, a majority of 32% of the respondents either agreed or strongly agreed with the statement. Thus, at least some of the teachers have received positive feedback about using movies.

5.5 Using movies in teaching vocabulary

The fifth part of the questionnaire was about using movies in teaching vocabulary. It consisted of six questions concerning the teaching of vocabulary in an EFL classroom. The goal was to find out whether the teachers use movies in teaching vocabulary and what their opinions about it are.

The first question was a multiple choice question in which the respondent was asked to choose certain assignments from a list which he or she has used when teaching vocabulary. The options were *teaching vocabulary related to a certain theme, a gap-fill exercise* (based on for instance a scene from a movie), *a written assignment using vocabulary presented in the movie, an oral assignment using vocabulary presented in the movie, a pair work using vocabulary presented in the movie* or *some other assignment* (here the respondent was asked to clarify). Finally, there was also an option *I have not used movies in teaching vocabulary*.

15 (30%) of the respondents had used movies in order to teach vocabulary related to a certain theme. 4 (8%) had used a vocabulary gap-fill exercise. 7 (14%) had used a written vocabulary assignment. 7 (14%) had used an oral vocabulary assignment. 4 (8%) had used a pair assignment and one respondent (2%) had used some other assignment (e.g. ”*an assignment about synonyms*”). A majority of 28 respondents (56%) had not used movies for teaching vocabulary.

In the next question the respondents were asked to give reasons for why they had used or had not used the methods mentioned above. Some of the reasonings for using the methods were:

Example 44.

"Aukkotehtävät ovat hyödyllisiä sanaston opettelussa."

"Gap-fill exercises are useful for teaching vocabulary." (Respondent 9)

Example 45.

"Kontekstiin liittäminen tehostaa muistamista ja oppimista."

"Relating the words into a context helps to remember them and makes the learning more effective." (Respondent 12)

Example 46.

"Vaihtelua sanastokertaukseen."

"It brings variety to the more common vocabulary revision."
(Respondent 33)

Example 47

"hauskaa ja motivoivaa"

"It is fun and motivating" (Respondent 38)

On the other hand, the teachers who had not used movies for teaching vocabulary gave the following reasonings:

Example 48.

"Ei ole tullut mieleen; sanastoa voi opettaa niin monella muullakin tavalla."

"I have not thought about it since there are also so many other ways for teaching vocabulary." (Respondent 19)

Example 49.

"opetan sanastoa oppikirjan avulla ja puheen avulla"

"I teach vocabulary with the help of the textbook and speech"
(Respondent 21)

Example 50.

”sanastotehtävien laatiminen tuntuu liian haastavalta ja aikaa vievältä”

”compiling vocabulary assignments feels too demanding and time-consuming” (Respondent 31)

Example 51.

”katsottu elokuvaa vain viihteenä, ei sanastoharjoituksena”

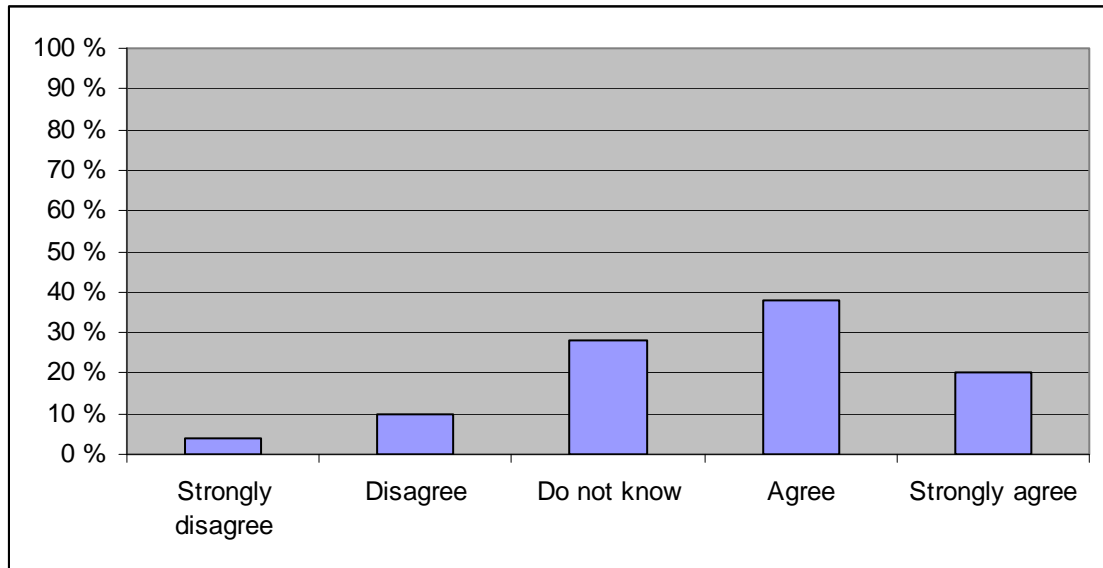
”we have watched movies as pure entertainment and not as a vocabulary exercise” (Respondent 29)

All in all, not many teachers had used movies for teaching vocabulary. In fact, a distinct majority of 56% answered that they have not used movies for teaching vocabulary. However, all of the assignment types got at least some support. The teachers who had used movies for teaching vocabulary stated for instance that it brings variety into studying vocabulary and it motivates the students. Negative reasonings were for example that using movies for teaching vocabulary is too complicated and teachers do not have time to compile their own assignments about the movies. They also felt that other, perhaps more traditional, ways were easier when teaching vocabulary.

The next questions were again claims, this time concerning the use of movies in teaching vocabulary. They were answered on a Likert-type scale from 1 to 5 (1=strongly disagree, 2=disagree, 3=do not know, 4=agree, 5=strongly agree).

The first claim was: *”I think that movies are a useful tool when teaching vocabulary in an EFL classroom.”* The results are presented in percentages in Figure 8.

Figure 8. The usefulness of using movies in teaching vocabulary.



2 (4%) strongly disagreed and 5 (10%) disagreed. 14 (28%) answered "do not know". 19 (38%) agreed and 10 (20%) strongly agreed.

The second claim was: *"I think that movies are an easy tool when teaching vocabulary in an EFL classroom."* 4 (8%) strongly disagreed and 9 (18%) disagreed. 17 (34%) answered "do not know". 15 (30%) agreed and 5 (10%) strongly agreed.

The third claim was: *"I gladly use movies in teaching vocabulary in an EFL classroom."* 2 (4%) strongly disagreed and 8 (16%) disagreed. 21 (42%) answered "do not know". 14 (28%) agreed and 5 (10%) strongly agreed.

Again the respondents' opinion and attitudes seem to be rather positive. A distinct majority of 38% thinks that movies are a useful tool when teaching vocabulary. Movies seem to be also rather easy tool, since 40% either agreed or strongly agreed with the second claim. 38% of the respondents also either agree or strongly agree that they use movies gladly in teaching vocabulary.

The fourth claim was: *"The feedback from pupils about using movies in teaching vocabulary has been positive."* Only one of the respondents

(2%) strongly disagreed and 3 (6%) disagreed. A majority of 36 respondents (72%) answered "do not know". 4 (8%) agreed and 6 (12%) strongly agreed.

The majority of 72% could not say anything about the pupils' feedback to the use of movies. However, at least 20% agreed or strongly agreed with the statement and only 8% either strongly disagreed or disagreed.

5.6 Using movies in teaching grammar

The fifth part of the questionnaire was about using movies in teaching grammar in an EFL classroom. The first two questions aimed to find out whether the teachers use movies in order to teach grammar and if they do, how and why.

The first question was a multiple choice question in which the respondent was asked to tell what type of assignments he or she has used in order to teach grammar with the help of movies. The options were *as an introduction to a new grammar theme, going through a familiar grammar theme, a gap-fill exercise about a movies scene, in which a certain grammar theme is presented or some other assignment* (here the respondent was asked to clarify). Finally, there was also an option *I have not used movies in teaching grammar*.

6 of the respondents (12%) had used movies as an introduction to a new grammar theme. Also 6 (12%) had used movies for going through a familiar grammar theme. 3 (6%) had used a gap-fill exercise and one respondent (2%) had used some other assignment ("*showing the differences between colloquialisms and standard language*"). 37 (74%) had not used movies for teaching grammar.

Reasons for using these methods were for example:

Example 52.

"Kätevä johdanto kielioppiin."

"A clever introduction to a new grammar theme." (Respondent 8)

Example 53.

”Rakenteiden huomaaminen”

”Noticing different types of grammar structures.” (Respondent 16)

Example 54.

”Oiva keino sitoa kielioppiasia elokuvan teemoihin.”

”A really good way to combine the theme of the movie and the new grammar subject.” (Respondent 9)

Reasons for not using any of these methods were for instance:

Example 55.

”Ei ole tullut mieleen; suuri vaiva verratessa hyötyyn, saman voi esim. tehdä yhtä motivoivasti laulun sanoilla”

”I have not thought about it: there is a great bother compared to the usefulness. The same can be done equally motivating with the help of song lyrics, for example.” (Respondent 19)

Example 56.

”Myös hyvin haastava tapa, jos ei tunne elokuvia!”

”It is also a very challenging way if one does not the movies thoroughly!” (Respondent 23)

Example 57.

”Ei muista ikinä sopivia kohtauksia, kun joku kielioppiasia on meneillään.”

”I never remember any appropriate scenes when I am teaching some grammar structure.” (Respondent 33)

Example 58.

”Sopii paremmin idiomien opetteluun.”

”I think that movies are better for teaching idioms than grammar.” (Respondent 36)

Example 59.

”Jo ajatuksenakin kieliopin opettaminen näin tuntuu haastavalta ja vaikealta. Minulla ei taitaisi olla niin paljon aikaa etsiä elokuvia ja

vieläpä kohatuksia, joista löytyisi hyvä pätkä. Tietysti, jos näitä pätkiä olisi valmiina jonkinlaisena listana, niin varmasti käyttäisin.”

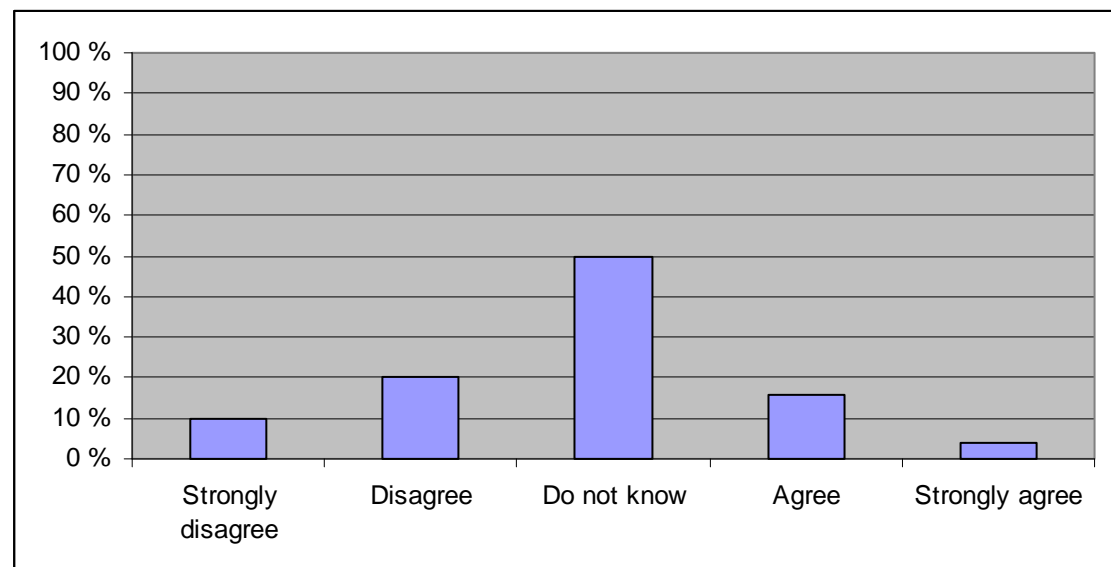
”Already the thought of using movies for teaching grammar seems challenging and difficult. I do not think that I would have the time to look for appropriate movies and scenes. However, if there was a ready-made list of these types of movies/scenes, I would most definitely use them.” (Respondent 42)

The respondents seem to think that using movies for teaching grammar is too challenging and complex. Some of the respondents mentioned that for instance songs are an easier way to teach grammar. Moreover, most of the respondents also mentioned that they do not know or remember suitable movies when teaching grammar and thus looking for them seems too time-consuming. All in all, most of the respondents seemed to think that there are also better ways to teach grammar than with the help of movies.

The next four questions were again claims which were answered on a Likert-type scale from 1 to 5 (1=strongly disagree, 2=disagree, 3=do not know, 4=agree, 5=strongly agree).

The first statement was: *”I think that movies are a useful tool when teaching grammar in an EFL classroom.* The results are presented in percentages in Figure 9.

Figure 9. The usefulness of using movies in teaching grammar.



5 (10%) of the respondents strongly disagreed and 10 (20%) disagreed. 25 (50%) answered "do not know". 8 (16%) agreed with the statement and 2 (4%) strongly agreed.

The second claim was: *"I think that movies are an easy tool when teaching grammar in an EFL classroom."* 7 (14%) strongly disagreed and 11 (22%) disagreed. 22 (44%) answered "do not know". 10 (20%) agreed and none of the respondents strongly agreed with the statement.

The third claim was: *"I gladly use movies when teaching grammar in an EFL classroom."* 5 (10%) of the respondents strongly disagreed and 10 (20%) disagreed. 25 (50%) answered "do not know". 8 (16%) agreed and 2 (4%) strongly agreed.

The answers showed that the respondents do not have much experience of using movies when teaching grammar and thus their opinions were rather unsure and even negative. Already the first questions showed that the respondents' opinion is that there are better ways to teach grammar and also the claims back up this impression.

The fourth claim was: *"The feedback from pupils about using movies in teaching grammar has been positive."* One of the respondents (2%) strongly disagreed and 4 (8%) disagreed. A majority of 39 (78%) answered "do not know". 4 (8%) of the respondents agreed and 2 (4%) strongly agreed.

5.7 Using movies in teaching cultural aspects

The sixth part of the questionnaire aimed to find out whether the respondents use movies in teaching cultural aspects in an EFL classroom. The first two questions were about the assignment types that the respondent has or has not used in teaching cultural aspects and the reasonings for using or not using these techniques.

The first question was a multiple choice question in which the respondent was asked to tell what type of assignments he or she has used in order to teach cultural aspects with the help of movies. The options were: *getting*

to know a certain English-speaking country/nation/minority, common discussion about a certain English-speaking culture, a pair discussion, a group discussion, writing an essay or some other assignment (here the respondent was asked to clarify). Finally, there was also an option I have not used movies in teaching cultural aspects.

28 (56%) of the respondents had used movies in order to get to know a certain English-speaking country, nation or minority. Also 28 (56%) had used movies as a springboard for common discussion about a certain English-speaking culture. 10 (20%) had used pair discussion. 16 (32%) had used a group discussion and 8 (16%) had used movies for writing an essay. None of the respondents had used any other method. 11 (22%) of the respondents had not used movies in teaching at all.

Some of the reasons for using the methods mentioned above were:

Example 60.

"Nimenomaan kulttuuriin tutustumisessa elokuvat toimivat loistavasti. Näkee erilaisia ihmisiä sekä kuulee, miten eri tavoin englantia voi puhua."

"Movies are a great tool when getting to know different cultures. One gets to see different types of people and one gets to hear how many different ways there are to speak English." (Respondent 8)

Example 61.

"Jotkin asiat avautuvat nähtyinä paremmin kuin selitetyinä."

"Some things are easier to understand by seeing than just by listening to a teacher's explanation." (Respondent 11)

Example 62.

"Elokuvista oppii motivoivalla tavalla maan kulttuurista"

"Movies are a motivating way to learn about foreign cultures" (Respondent 19)

Example 63.

"Voi oppia monta asiaa kerralla autenttisesti."

"One can learn many things at the same time, authentically."
(Respondent 15)

Example 64.

"Siten voi ohjata opiskelijoita kiinnittämään huomiota tiettyihin piirteisiin ja ilmiöihin eri kulttuureissa. Myös suvaitsevaisuuskasvatusta."

"By using movies the teacher can steer the students' attention to certain characteristics and phenomena in other cultures. Movies are also a good way to teach the students to be more tolerant of minority groups." (Respondent 44)

Some of the reasons for not using movies for teaching cultural aspects were:

Example 65.

"Ajanpuute. Kirjastakin jää aina paljon kappaleita käymättä."

"Lack of time. We do not have time to go through even all the chapters in the book." (Respondent 26)

Example 66.

"sopivien elokuvien/kohtauksien löytäminen olisi työlästä"

"finding suitable movies or scenes would be very laborious"
(Respondent 31)

Example 67.

"Kulttuurille jää sittenkin vähän aikaa."

"There is not much time for teaching culture anyway." (Respondent 43)

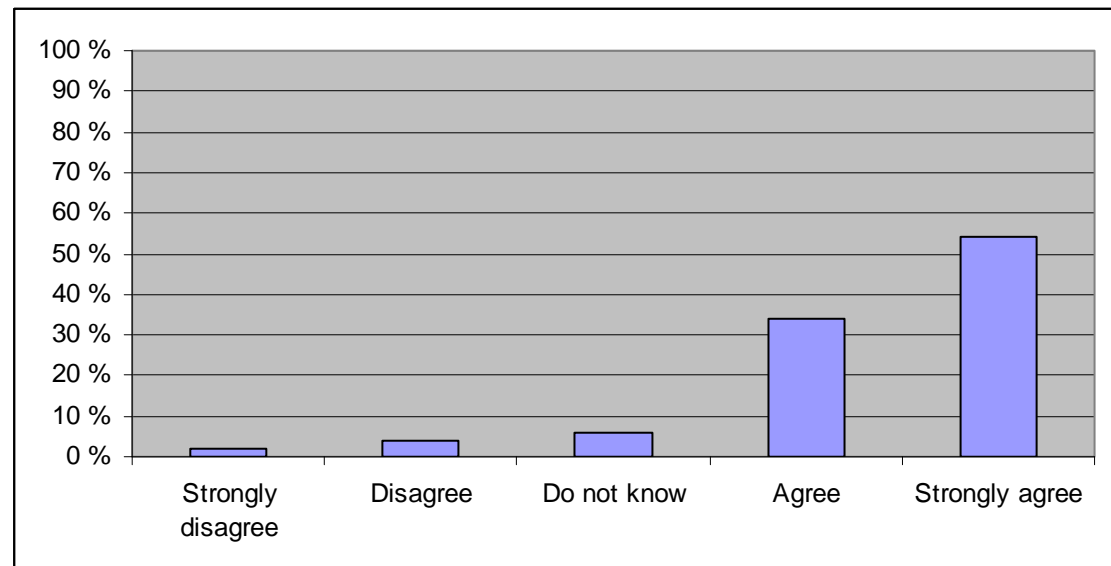
In conclusion, it seemed that the respondents think that movies are suitable especially for teaching cultural aspects. Majority of the respondents had used movies for teaching cultural aspects and also the comments were mostly positive. The respondents stated for instance that movies motivate the students and are a good way to demonstrate different cultures and habits. An interesting point about the reasonings was that some of the respondents stated that it is too difficult to find suitable movies and other material and thus they have not used any films. However, some of the respondents stated that it is very easy to find

suitable culture-related movies. Thus, the personal opinions of the respondents turned out to be very different and varying.

The next four questions were again claims which were answered on a Likert-type scale from 1 to 5 (1=strongly disagree, 2=disagree, 3=do not know, 4=agree, 5=strongly agree).

The first claim was: *"I think that movies are a useful tool when teaching cultural aspects in an EFL classroom."* The results are presented in percentages in Figure 10.

Figure 10. The usefulness of movies in teaching cultural aspects.



One of the respondents (2%) strongly disagreed and 2 (4%) disagreed. 3 (6%) answered "do not know". 17 (34%) agreed and 27 (54%) strongly agreed.

The second claim was: *"I think that movies are an easy tool when teaching cultural aspects in an EFL classroom."* None of the respondents strongly disagreed and only one (2%) disagreed. 5 (10%) answered "do not know". 20 (40%) agreed and 24 (48%) strongly agreed.

The third claim was: *"I gladly use movies in teaching cultural aspects."* 2 (4%) of the respondents strongly disagreed and 3 (6%) disagreed. 10

(20%) answered "do not know". 13 (26%) agreed and 22 (44%) strongly agreed.

The results show that the respondents' opinions are really positive. A majority of 54% thinks that movies really are a useful tool when teaching cultural aspects and 48% thinks that they are an easy tool as well. 44% of the respondents gladly uses movies when teaching cultural aspects. Thus, teaching cultural aspects seems to be the most suitable area of language teaching when movies are used as a tool.

Moreover, the fourth statement was: *"The feedback from pupils about using movies in teaching cultural aspects in an EFL classroom has been positive."* Only one of the respondents (2%) strongly disagrees and also one (2%) disagrees. 20% (40%) answered "do not know". 12 (24%) agreed and 16 (32%) strongly agreed.

Also the feedback from pupils seems to be rather positive. Even though a majority of 40% answered "do not know", at least 56% answered either "agree" or "strongly agree" and have thus received probably rather good feedback.

6 CONCLUSION

The main purpose of the present study was to find out how teachers of different school levels used movies in EFL teaching in the county of Western Finland. The research questions focused on how often teachers use movies and what are their opinions about them and whether or not they use them in five different areas of language teaching and how suitable movies are for teaching these five different skills. The data was collected using an Internet survey and then analysed both statistically and qualitatively.

In this last chapter a summary of the results of the current study will be presented and finally there will be discussion of the possible implications of the present study and suggestions for further studies on the subject.

6.1 Summary of the findings

The results of the present study indicated that almost all of the respondents were interested in movies in general and most of the teachers had also used some material concerning movies in their own teaching. Reasons for using movies differed but the most important points were that using movies was easy and natural when there was a common theme between the course book and the movie. Usually in these cases the movie was brought in to diversify the teaching and to motivate the students. The most important reasons for not using movies were lack of time and the difficulty of finding suitable films. Thus, the respondents pointed out exactly the same themes that for instance Stoller (1988), Katchen (2003) and Mishan (2004) have dealt with.

Most of the respondents used movies every couple of months or more seldom. However, 10% of the respondents stated that they use films every week or more often. On the other hand, there was also 10% of the respondents who never used films. The respondents had also used very versatile movies from comedies to drama and from cartoons to romance.

An interesting fact was that even though several respondents had stated in several different answers that using movies is too time-consuming, there was still a majority of 40% who at first stated that they disagree with the

statement *using movies is too time-consuming*. Perhaps the respondents would like to think that lack of time is not the main reason for not using movies, but somehow for some respondents it still is the main reason. However, another important hinder in using movies is the fact that most of the respondents think that finding suitable movies is difficult. Also finding suitable assignments was considered challenging. However, majority of the respondents do not think that linking movies into the curriculum is too difficult. Nevertheless, a majority of the respondents state that they would have time to plan movies lessons and majority of the respondents also thinks that movies should not be just time-fillers. All in all, finding suitable movies and assignments seem to be the greatest hinders of using movies in EFL teaching. Otherwise the respondents' opinions about using movies are rather positive and they also think pedagogically, since movies should be linked to the syllabus and as a part of a bigger entity or theme instead of being watched just for fun, as also Allan (1985: 48-65) has emphasized.

The teachers' responses show that movies are rather suitable for teaching oral communication, writing and vocabulary. Reasons for using movies for teaching oral communication were for instance the fact that they encourage students to speak and evoke feelings and opinions. Also (Katchen 2003: 221-236) emphasizes that since films usually evoke some type of ideas and opinions, it is usually also easier for the learners to speak about their own ideas. However, also negative factors were found, since some of the respondents think that using movies is too time-consuming and difficult and not all students are willing to discuss movies. Nevertheless, most of the respondents think that movies are a useful tool when teaching oral communication and most of them also gladly use movies.

Rather many of the respondents had not used movies for teaching writing, but their attitudes were rather positive. Some of the respondents stated that movies are good as springboards for expressing opinions and that they really get the students to think about what they have seen. Especially Champoux (1999: 240-251) and Stoller (1988) have emphasized that films are suitable to be used as springboards for instance for discussion or writing, not as the main point of the lesson. Thus, films can be seen as the means, not as an end

in itself. Nonetheless, many of the respondents again stated that movies are a too time-consuming way to teach writing. However, most of them think that movies are useful when teaching writing and rather many of them also gladly uses them.

Many of the respondents had also not used movies for teaching vocabulary. However, they stated that movies are a good tool since they help to relate words into a context and bring variety into vocabulary learning. This is also what for instance Wray (2004) and Stoller (1988) have highlighted. Moreover, most of the respondents think that movies are a useful tool when teaching vocabulary.

An important finding is that movies seem to be the most suitable used for teaching cultural aspects. The respondents think that movies are not only useful but also easy to use when teaching cultural aspects and most of them use movies gladly for teaching cultural aspects. Some reasons for using movies when teaching culture were for instance that they make it easier to understand different cultures when combining both seeing and hearing the different traditions and habits of foreign cultures. The authenticity of films was also emphasized when teaching culture. Movies are a great authentic and reliable way of showing the students how other cultures are and what their distinct characteristics are. Gilmore (2007) and Mishan (2004), too, have pointed out the several positive sides of movies as an authentic teaching material.

On the other hand, the least suitable movies are for teaching grammar. Even though for instance (Van Abbé 1965: 11) has promoted the use of audiovisual methods also in grammar teaching because of their motivating nature, a great majority of the respondents had never used movies for teaching grammar and they also thought that movies are a too demanding tool for this purpose. Even though some of the respondents stated that movies could work as an introduction to a certain grammar theme, otherwise the opinions about using movies for teaching grammar were rather vague. Most of the respondents had answered "do not know" to all of the claims

concerning the usefulness, easiness and use of movies. Thus, not much can be said about the respondents' opinions.

Another important fact about the respondents' answers was that the teachers were not sure about the students' opinions. Perhaps the teachers have not asked for any feedback for using movies or they have not had the time to analyse how movies really work as a teaching tool. This can be the case with only movies or there can be a broader problem behind this: perhaps the teachers do not have time to ask for any feedback from the students, at least about the teaching methods used in EFL classes.

Some of the most important reasons for using movies in EFL teaching seemed to be the variety, fun and motivation that movies bring to the classroom. Also the authenticity of films was emphasized and movies were seen as a versatile tool with many possibilities. These are the same factors that for instance Stoller (1988: 1) and Mishan (2004: 216) have emphasized.

In conclusion, the greatest problems about using movies in EFL teaching seem to be the lack of time and the difficulty of finding suitable movies or movie scenes for the lessons. In addition, many of the teachers also stated that they had never thought about using movies for teaching a certain Thus, it would be very useful for the English teachers to have ready-made assignments and movie packages available. This would make it easier and less stressful to use movies, since the teachers did not have to plan the movie lessons from the scratch. It would also bring more ideas and help also those teachers who have never used movies or who have otherwise stuck onto the same old routines when teaching English.

6.2 Discussion

The present study has some implications for the Finnish EFL teaching. Firstly, the teachers' opinions about using movies were in general rather positive. The respondents thought for instance that the using movies motivates the students and brings variety into the classroom. Thus, the use of movies could be increased in Finnish schools. This claim is also supported by the various positive effects that using movies has on language learning

(see Chapter 2), for instance the input that movies provide and their authenticity, promoted for instance by Krashen (1985), Gilmore (2007) and Stoller (2004).

Secondly, many of the respondents mentioned that using movies in EFL teaching is too time-consuming and challenging. Thirdly, many respondents also mentioned that finding suitable movies and assignments is difficult. These two challenges could be made easier with the ready-made package mentioned earlier in this chapter. If the teachers had ready material, the use of movies would probably increase since the opinions and attitudes towards using movies are positive. The teachers would need some help with planning their lessons. Also some further updating career training would facilitate the teachers' work since they got more tips of how using more versatile teaching methods and the training could raise awareness of the benefits of using movies in EFL teaching.

Since using movies in EFL teaching is a subject that has not been studied much, there are still many factors left unknown. Further research is required in order to find out for instance whether there are factors that affect the teacher's use of movies: for example, if the teacher's own interest in movies increases their use in the EFL classroom. Moreover, the teacher's age, gender and teaching experience could also affect their use of movies. It would also be extremely interesting to find out how the use of movies affect the pupils' learning results compared to traditional teaching and whether the use of movies actually increases their motivation. An interesting point of view would be the pupils' own opinions and they should be studied in order to find out if using movies benefits them. Also comparing pupils using different learning strategies would be fascinating, since it would give more information about the suitability of movies for different types of pupils. Since the use of movies in EFL teaching has not been studied widely, there are almost unlimited opportunities for researchers to begin with. In fact, there are still several things about using movies in EFL teaching that have remained as a mystery but could be studied further in order to increase the awareness of the benefits of using movies as a tool in EFL teaching.

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Appendix 1 The Questionnaire for English Teachers

Seuraava kysely on tarkoitettu kaikilla luokka-asteilla/kouluasteilla opettaville englanninopettajille, ja kyselyn avulla haluan kerätä mielipiteitä elokuvista opetusmateriaalina. Kyselyssä elokuvalla tarkoitetaan esimerkiksi dvd-elokuvaa, joka voidaan näyttää kokonaan tai siitä voidaan näyttää pieni osa, tai esimerkiksi internetistä löytyviä videoklippejä elokuvista. Kyselyyn vastatessasi valitse annetuista vaihtoehdoista mielestäsi sopivin omaa opetustasi ajatellen, ja avoimissa kysymyksissä kerro vapaasti mielipiteesi. Kaikki vastaukset käsitellään luottamuksellisesti ja ne ovat erittäin arvokkaita tutkimukseni kannalta. Jos olet halukas osallistumaan kyselyn pohjalta haastatteluun kevään 2011 aikana, jätäthän yhteystietosi kyselyn lopussa olevaan kenttään.

Kiitos

vastauksistasi!

Seuraava

1. Taustatiedot

Sukupuoli?

Nainen

Mies

Syntymävuotesi?

Kokemuksesi englanninopettajana kokonaisina vuosina?

0-1

1-5

5-10

10-15

15-20

Yli 20 vuotta

Mitä ryhmää/ryhmiä opetat?

- Alakoulu
- Yläkoulu
- Lukio
- Ammatillinen oppilaitos
- Aikuisopiskelijat
- Korkeakoulu

Oletko jossain vaiheessa uraasi tehnyt opetukseen liittyvää yhteistyötä jonkin muun oppiaineen opettajan kanssa?

- Kyllä, _____ millaista yhteistyötä?
- En

Oletko saanut jossain vaiheessa koulutusta joihinkin seuraavista

- Mediakasvatus
- Elokuvien käyttö opetuksessa
- Muut vaihtoehtoiset opetustavat (esim. draamakasvatus, ympäristökasvatus jne.), ole hyvä ja tarkenna:

Oletko kiinnostunut elokuvista yleisesti?

- Kyllä
- En

Onko opettajille tarkoitettua, elokuvien käyttöön ohjaavaa materiaalia mielestäsi helposti saatavilla?

- Kyllä
- Ei
- En osaa sanoa

Olisitko kiinnostunut tällaisesta elokuvien käyttöön opetuksessa ohjaavasta materiaalista?

- Kyllä
- En
- En osaa sanoa

Miksi/miksi et?



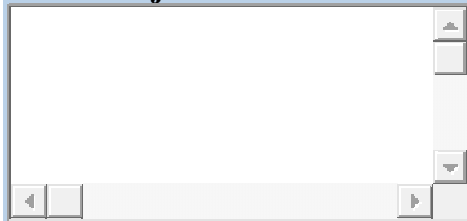
2. Elokuvien käyttö englannin tunnilla

Seuraavassa pyydän kertomaan mielipiteesi yleisesti elokuvien käytöstä englannin tunnilla. Valitse mielestäsi parhaiten sopiva vaihtoehto/vaihtoehdot, ja perustele pyydettäessä vastauksesi mahdollisimman tarkasti.

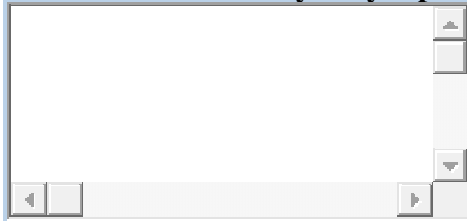
Olen käyttänyt opetusmateriaalina englannin tunnilla:

- Kokonaisia elokuvia (esim. DVD)
- Pätkiä elokuvista (esim. osia DVD-filmistä)
- Videoklippejä elokuvista (esim. YouTube)
- En ole käyttänyt lainkaan elokuvaan liittyvää audiovisuaalista materiaalia.

Kerro miksi olet/miksi et ole käyttänyt edellä mainittuja materiaaleja?



Mitä elokuvia olet käyttänyt opetusmateriaalina englannin tunnilla?



Kuinka usein olet käyttänyt elokuvia/pätkiä elokuvista/videoklippejä omassa opetuksessasi?

- Viikottain tai useammin
- Pari kertaa kuukaudessa
- Kerran kuukaudessa
- Muutaman kuukauden välein tai harvemmin
- En koskaan

Mielestäni elokuvien käyttö englannin tunnilla vie liikaa aikaa muulta opetukselta.

- Täysin eri

mieltä

- Eri mieltä
- En osaa sanoa
- Melko samaa mieltä
- Täysin samaa mieltä

Sopivien elokuvien löytäminen on hankalaa.

- Täysin eri mieltä
- Eri mieltä
- En osaa sanoa
- Melko samaa mieltä
- Täysin samaa mieltä

Elokuviin liittyvien, sopivien tehtävien löytäminen/keksiminen on hankalaa.

- Täysin eri mieltä
- Eri mieltä
- En osaa sanoa
- Melko samaa mieltä
- Täysin samaa mieltä

Oppitunneilla käytettäviä elokuvia on vaikea liittää osaksi opetussuunnitelmaa.

- Täysin eri mieltä
- Eri mieltä
- En osaa sanoa
- Melko samaa mieltä
- Täysin samaa mieltä

Minulla ei ole aikaa suunnitella oppitunteja, joilla opetusmateriaalina käytetään elokuvaa.

- Täysin eri mieltä
- Eri mieltä
- En osaa sanoa
- Melko samaa mieltä
- Täysin samaa mieltä

Mielestäni elokuvat sopivat oppitunneilla vain ajantäytteeksi.

- Täysin eri mieltä
- Eri mieltä
- En osaa sanoa
- Melko samaa mieltä
- Täysin samaa mieltä

Edellinen

Seuraava

3. Elokuvien käyttö englannin tunnilla suullisen kielitaidon opettamisessa

Seuraavassa pyydän kertomaan mielipiteesi elokuvien käytöstä englannin tunnilla suullisen kielitaidon opettamisessa. Valitse mielestäsi parhaiten sopiva vaihtoehto/vaihtoehdot, ja perustele pyydettyä vastauksesi mahdollisimman tarkasti.

Olen käyttänyt elokuvia englannin tunnilla suullisen kielitaidon opettamisessa seuraavien tehtävien avulla:

- Yleinen keskustelu elokuvan temasta
- Parikeskustelu
- Ryhmäkeskustelu
- Väittely
- Draamatehtävä (esim. oppilaat näyttelevät elokuvan kohtauksen uudelleen)
- Muu, mikä?
- En ole käyttänyt elokuvia englannin tunnilla suullisen kielitaidon opettamisessa.

Miksi olet/et ole käyttänyt edellä mainittuja tapoja?

Mielestäni elokuvat ovat hyödyllinen apukeino englannin suullisen kielitaidon opettamisessa.

- Täysin eri mieltä
- Eri mieltä
- En osaa sanoa
- Melko samaa mieltä
- Täysin samaa mieltä

Mielestäni elokuvat ovat helppo apukeino englannin suullisen kielitaidon opettamisessa.

- Täysin eri mieltä
- Eri mieltä
- En osaa sanoa
- Melko samaa mieltä
- Täysin samaa mieltä

Käytän mielelläni elokuvia englannin suullisen kielitaidon opettamisessa.

- Täysin eri mieltä
- Eri mieltä
- En osaa sanoa
- Melko samaa mieltä
- Täysin samaa mieltä

Oppilailta saamani palaute elokuvien käyttämisestä englannin suullisen kielitaidon opettamisessa on ollut positiivista.

- Täysin eri

mieltä

- Eri mieltä
- En osaa sanoa
- Melko samaa mieltä
- Täysin samaa mieltä

Edellinen	<u>S</u> euuraava
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4. Elokvien käyttö englannin tunnilla kirjoittamisen opettamisessa

Seuraavassa pyydän kertomaan mielipiteesi elokvien käytöstä englannin tunnilla kirjoittamisen opettamisessa. Valitse mielestäsi parhaiten sopiva vaihtoehto/vaihtoehdot, ja perustele pyydetessä vastauksesi mahdollisimman tarkasti.

Olen käyttänyt elokvia englannin tunnilla kirjoittamisen opettamisessa seuraavien tehtävien avulla:

- Aukkotehtävä esim. jostakin elokvan kohtauksesta
- Ainekirjoitus
- Muistiinpanoharjoitus elokvan/kohtauksen tapahtumista
- Kirjallinen tiivistelmä elokvasta/kohtauksesta
- Kirjallinen elokuva-arvostelu
- Muu, mikä?
- En ole käyttänyt elokvia englannin tunnilla kirjoittamisen opettamisessa.

Miksi olet/et ole käyttänyt edellä mainittuja tapoja?

Mielestäni elokvat ovat hyödyllinen apukeino englannin kirjoittamisen opettamisessa.

- Täysin eri mieltä
- Eri mieltä
- En osaa sanoa
- Melko samaa mieltä

- Täysin
samaa mieltä

Mielestäni elokuvat ovat helppo apukeino englannin kirjoittamisen opettamisessa.

- Täysin eri
mieltä
- Eri mieltä
- En osaa
sanoa
- Melko
samaa mieltä
- Täysin
samaa mieltä

Käytän mielelläni elokuvia englannin kirjoittamisen opettamisessa.

- Täysin eri
mieltä
- Eri mieltä
- En osaa
sanoa
- Melko
samaa mieltä
- Täysin
samaa mieltä

Oppilailta saamani palaute elokuvien käyttämisestä englannin kirjoittamisen opettamisessa on ollut positiivista.

- Täysin eri
mieltä
- Eri mieltä
- En osaa
sanoa
- Melko
samaa mieltä
- Täysin
samaa mieltä

Edellinen

Seuraava

5. Elokuvien käyttö englannin tunnilla sanaston opettamisessa

Seuraavassa pyydän kertomaan mielipiteesi elokuvien käytöstä englannin tunnilla sanaston opettamisessa. Valitse mielestäsi parhaiten sopiva vaihtoehto/vaihtoehdot, ja perustele pyydettyä vastauksesi mahdollisimman tarkasti.

Olen käyttänyt elokuvia englannin tunnilla sanaston opetuksessa seuraavien tehtävien avulla.

- Tiettyyn teemaan liittyvän sanaston opettaminen
- Aukkotehtävä esim. jostakin elokuvan kohtauksesta
- Kirjallinen tehtävä käyttäen elokuvassa esiintyneitä sanoja
- Suullinen tehtävä käyttäen elokuvassa esiintyneitä sanoja
- Paritehtävä käyttäen elokuvassa esiintyneitä sanoja
- Muu, mikä?
- En ole käyttänyt elokuvia englannin tunnilla sanaston opettamisessa.

Miksi olet/et ole käyttänyt edellä mainittuja tapoja?

Mielestäni elokuvat ovat hyödyllinen apukeino englannin sanaston opettamisessa.

- Täysin eri mieltä
- Eri mieltä
- En osaa sanoa
- Melko samaa mieltä
- Täysin samaa mieltä

Mielestäni elokuvat ovat helppo apukeino englannin sanaston opettamisessa.

- Täysin eri mieltä
- Eri mieltä
- En osaa sanoa
- Melko samaa mieltä
- Täysin samaa mieltä

Käytän mielelläni elokuvia englannin sanaston opettamisessa.

- Täysin eri mieltä

- Eri mieltä
- En osaa sanoa
- Melko samaa mieltä
- Täysin samaa mieltä

Oppilailta saamani palaute elokuvien käyttämisestä englannin sanaston opettamisessa on ollut positiivista.

- Täysin eri mieltä
- Eri mieltä
- En osaa sanoa
- Melko samaa mieltä
- Täysin samaa mieltä

Edellinen

Seuraava

6. Elokuvien käyttö englannin tunnilla kieliopin opettamisessa

Seuraavassa pyydän kertomaan mielipiteesi elokuvien käytöstä englannin tunnilla kieliopin opettamisessa. Valitse mielestäsi parhaiten sopiva vaihtoehto/vaihtoehdot, ja perustele pyydettyssä vastauksesi mahdollisimman tarkasti.

Olen käyttänyt elokuvia apukeinona englannin tunnilla kieliopin opettamisessa seuraavien tehtävien avulla:

- Johdattelu uuteen kielioppiasiaan
- Jo opitun kielioppiasian kertaus
- Aukkotehtävä elokuvan kohtauksesta, jossa käytetään jotakin tiettyä kieliopillista rakennetta
- Muu, mikä?
- En ole käyttänyt elokuvia englannin tunnilla kieliopin opettamisessa.

Miksi olet/et ole käyttänyt edellä mainittuja tapoja?

Mielestäni elokuvat ovat hyödyllinen apukeino englannin kieliopin opettamisessa.

- Täysin eri mieltä
- Eri mieltä
- En osaa sanoa
- Melko samaa mieltä
- Täysin samaa mieltä

Mielestäni elokuvat ovat helppo apukeino englannin kieliopin opettamisessa.

- Täysin eri mieltä
- Eri mieltä
- En osaa sanoa
- Melko samaa mieltä
- Täysin samaa mieltä

Käytän mielelläni elokuvia englannin kieliopin opettamisessa.

- Täysin eri mieltä
- Eri mieltä
- En osaa sanoa
- Melko samaa mieltä
- Täysin samaa mieltä

Oppilailta saamani palaute elokuvien käyttämisestä englannin kieliopin opettamisessa on ollut positiivista.

- Täysin eri mieltä
- Eri mieltä
- En osaa sanoa
- Melko samaa mieltä

Täysin
samaa mieltä

Edellinen Seuraava

7. Elokuvien käyttö englanninkielisen kulttuurin opettamisessa

Seuraavassa pyydän kertomaan mielipiteesi elokuvien käytöstä englanninkielisen kulttuurin opettamisessa. Valitse mielestäsi parhaiten sopiva vaihtoehto/vaihtoehdot, ja perustele pyydettäessä vastauksesi mahdollisimman tarkasti.

Olen käyttänyt elokuvia apukeinona englanninkielisen kulttuurin opettamisessa seuraavien tehtävien avulla:

- Tiettyyn englanninkieliseen maahan/kansaan/vähemmistöön tutustuminen
- Yleistä keskustelua tietyistä englanninkielisestä kulttuurista
- Parikeskustelu
- Ryhmäkeskustelu
- Ainekirjoitus
- Muu, mikä?
- En ole käyttänyt elokuvia englanninkielisen kulttuurin opettamisessa.

Miksi olet/et ole käyttänyt edellä mainittuja tapoja?

Mielestäni elokuvat ovat hyödyllinen apukeino englanninkielisen kulttuurin opettamisessa.

- Täysin eri mieltä
- Eri mieltä
- En osaa sanoa
- Melko samaa mieltä
- Täysin samaa mieltä

Mielestäni elokuvat ovat helppo apukeino englanninkielisen kulttuurin opettamisessa.

- Täysin eri

mieltä

- Eri mieltä
- En osaa sanoa
- Melko samaa mieltä
- Täysin samaa mieltä

Käytän mielelläni elokuvia englanninkielisen kulttuurin opettamisessa.

- Täysin eri mieltä
- Eri mieltä
- En osaa sanoa
- Melko samaa mieltä
- Täysin samaa mieltä

Oppilailta saamani palaute elokuvien käyttämisestä englanninkielisen kulttuurin opettamisessa on ollut positiivista.

- Täysin eri mieltä
- Eri mieltä
- En osaa sanoa
- Melko samaa mieltä
- Täysin samaa mieltä

Edellinen

Seuraava