

**THE USE OF MOVIES IN LANGUAGE CLASSROOMS -
TEACHERS' AND STUDENTS' THOUGHTS AND EXPERI-
ENCES**

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Tiivistelmä - Abstract <p>Tässä tutkimuksessa selvitettiin opettajien ja oppilaiden kokemuksia ja ajatuksia elokuvien käytöstä kielenopetuksessa. Tutkimus toteutettiin kahtena ryhmähaastatteluna helmikuussa 2021. Opettajien ryhmähaastattelussa oli osallisena kolme kielenopettajaa ja opiskelijoiden ryhmähaastattelussa kolme opiskelijaa. Kokonaisuudessaan aineiston laajuus oli hieman yli kaksi tuntia. Haastattelijoilta kysyttiin heidän kokemuksistaan elokuvien käytöstä kielen tunneilla ja ajatuksistaan niiden vaikutuksesta oppimiseen sekä elokuvien käytön hyödyistä ja haasteista. Opettajien ja opiskelijoiden vastauksia vertailtiin mahdollisten yhtäläisyyksien ja erojen löytämiseksi. Aineistoa analysoitiin sisällönanalyysin keinoin.</p> <p>Tutkimuksen päälöydökset osoittavat, että sekä opettajat että opiskelijat pitävät elokuvia hyödyllisinä kielenopetuksessa, ja että he haluaisivat käyttää niitä useammin. Haastateltavat nostivat esiin useita elokuvien hyötyjä, kuten niiden rikkaan ja autenttisen kieli- ja kulttuurimateriaalin, niiden tuoman vaihtelun luokkahuonetyöskentelyyn sekä niiden mahdollistama monipuolisten kielellisten taitojen harjoittaminen. Kuitenkin esiin nousivat elokuvien katsomiseen tarvittavan lisenssin, ajan ja saatavuuden tuomat haasteet. Aihetta voisi tulevaisuudessa tutkia laajemmalla otannalla, ja keskittyä löytämään ratkaisuja siihen, miten elokuvien katsomiseen liittyviä haasteita voitaisiin poistaa luokkahuonetyöskentelyn näkökulmasta.</p>	
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1 INTRODUCTION

The use of movies in language classrooms is not a new phenomenon. Movies often bring variety to classroom activities, which may help students feel motivated and interested to learn. Movies are often seen as a valuable resource, for example for practicing various language skills. In addition, the language material provided by movies is seen as authentic, and the themes and topics often incorporate cultural elements. Even though movies are scripted, their language material is often more authentic than the recordings in coursebooks. The authenticity of the language material comes from the different linguistic, historical, and cultural backgrounds of the actors and the characters they play, as well as the surroundings and events of the storyline.

Several researchers have studied the use of movies in language classrooms from different points of view, for example from the students' perspective in language learning. Bahrani and Soltani (2012) discussed how movies can be used in language learning classes, and the advantages it possesses, while Ashcroft, Garner and Hadingham (2018) studied incidental vocabulary learning via movies. Some studies have focused on the perspective of the teachers (Ruusunen 2011). Although movies have been researched quite extensively in language learning, little research has focused on both the students' and the teachers' perspectives.

The present study aims to explore students' and teachers' thoughts and experiences on movies in language classrooms, and how these may differ. The study aims to explore students' and teachers' opinions on the possible advantages and disadvantages of movies in language classrooms. The study aims to answer the following research questions: 1. *How do teachers' and students' feel about the use of movies in language classrooms?* and 2. *What could be the advantages and disadvantages of using movies in language teaching?* Firstly, I will examine the theoretical background behind the use of movies in language classrooms. Secondly, I will present the current study, its aims and research questions, and its data and methods. Thirdly, I will present the analysis and the findings of the study. Lastly, I will discuss the main findings of this study, its limitations, and suggest further ideas for studies in this area.

2 MOVIES IN LANGUAGE CLASSROOMS

The recently published new Finnish National Core Curriculum for Upper Secondary School (2019: 174-176) lists the main goals of transversal competence for foreign language teaching. This list includes, for instance, multidisciplinary and creative competence, societal competence, and global and cultural knowledge. All these six areas of transversal competence are similar in other subjects as well. According to the Finnish National Core Curriculum for Upper Secondary School (2019: 60), the goal of these areas of transversal competence is to give students good general knowledge and skills for their further studies and work, as well as to prepare them for the requirements of internationality in different aspects of their life. The theoretical background of this study and its findings will be reflected upon the transversal competence areas of this core curriculum.

This chapter introduces the theory behind the use of movies in language classrooms. Firstly, I will explain a few general foreign language learning theories that are connected to the use of movies in classrooms. Secondly, I will discuss diverse ways for using movies in language classrooms, and what should be kept in mind when selecting a movie. Lastly, I will inspect certain advantages and disadvantages regarding the use of movies in language classrooms.

2.1 Language learning theories in the use of movies in classrooms

Learning styles are a widely discussed and debated subject in the theoretical field of language learning. Some researchers believe that the concept of learning styles is futile, while others speak on their behalf. Ruusunen (2011: 21), for instance, explains that students often combine two or more styles. According to her, there are four learning styles: auditory, visual, kinaesthetic and tactile learning. Auditory learners learn best through listening, whereas visual learners utilize visual material, such as images. Kin-aesthetic learners, on the other hand, learn through physical movement, while tactile

learners prefer doing things by hand. Consequently, movies seem to be a quite valuable resource for learning since they offer both auditory and visual material, hence benefiting students with different learning styles. Students may perceive concepts more easily as well, when they are offered both visual and auditory form of information, e.g., multichannel input, and it also may strengthen their ability to remember such information later on (Ruusunen 2011 and Wang 2009).

In addition to exploring the use of movies in classrooms in general, some studies have focused on more specific aspects of language learning. Ashcroft et al. (2018) studied incidental vocabulary learning. They explained that when students are exposed to a large amount of target language material in its context, they actually acquire new vocabulary incidentally through processing the language input. This can be more effective than processing singular words or phrases separated from their context. The students might not even realize that they are indeed learning new vocabulary, expressions, and other language material, when they are watching a movie. Moreover, movies offer visual material *within* the context, which may help the students to interpret what is being said (Bahrani & Soltani 2012). If students do not know a certain word, the visual material may help them connect that word to its meaning. Simultaneously, this creates a link between the vivid imagery of the movie and the word, hence strengthening the students' long-term memory and comprehension (Wang 2009: 180). This type of language learning skills and strategies are closely related to the transversal competence area of well-being and interaction competence (Finnish National Core Curriculum for Upper Secondary School 2019: 175).

2.2 How to use movies in language classrooms

Selecting a movie for classroom purposes needs to be considered thoroughly in order to achieve the goal of the activity and for the activity to be beneficial. For teachers, there are several things that need to be considered. Firstly, teachers need to decide whether they should use a whole movie, or only a short clip of a movie, and whether to use, for example, subtitles or not. The choice depends on the purpose of the movie

in language classroom (Wang 2009), if it is merely an extra material, or used to learn and practice a certain language or communicative skill. The purpose of the movie can be, for instance, to practice a certain language skill, such as listening comprehension or pronunciation, or practice listening comprehension. Bahrani and Soltani (2012) noted that movies can also be used as a basis for discussion in the class. It is vital to consider the content of the movie itself as well, in order to make sure that the content is relevant for the course, and its aims, as Wang also pointed out.

Bahrani & Soltani (2012) noted that the use of subtitles depends on the level of the students' proficiency. For beginner students in particular, subtitles in their first language are more suitable. According to the findings of Hayati and Mohmedi (2011), intermediate, and advanced, students benefit more, if the subtitles and the audio are in the target language. This bimodal input was seen as more useful for the students as opposed to having subtitles in their first language. In fact, subtitles in the first language may distract the students, and instead of focusing on the spoken language, they will focus on the subtitles, therefore losing the chance to improve their listening comprehension. However, some students may feel the need to have subtitles in their first language supporting their understanding (Hayati & Mohmed 2011). Teachers should choose whether to watch a movie with or without subtitles based on their students' proficiency levels and needs.

Secondly, the proficiency levels and needs of students must be considered, in order to gain the best use for the movie and supporting the students' language learning (Wang 2009, Bahrani & Soltani 2012 and Seferoğlu 2008). By doing this, teachers can increase their students' motivation to learn languages in the classroom, which is included in global and cultural competence (Finnish National Core Curriculum 2019: 176). Bahrani & Soltani (2012) suggest that teachers could ask their students for their movie preferences. Furthermore, the teacher could make a list of movies from these preferences and let their students then choose the movie from that list. This connects with societal competence's (Finnish National Core Curriculum 2019: 175-176) ideas for democratic education and opportunities to influence.

Sometimes movies can be used as an extra material in language teaching, for example as a fun way to end the course. However, Seferoğlu (2008) notes that teachers should not give students the impression that movies are solely linked with entertainment and passive viewing. If this happens, students may not be focusing on the movie and its contents at all and, consequently, the benefit of using movies as a tool for teaching and learning is lost. Thus, it is important that there is always a purpose for watching the movie, for instance by having different activities about the movie after watching it. The purpose may relate to the learning goal of the activity as well, for example learning about culture or different varieties of the target language (Bahrani & Soltani 2012), which connects to the global and cultural competence (Finnish National Core Curriculum 2019: 176).

2.3 The advantages and disadvantages of using movies in language classrooms

Previously it was discussed how movies can be used in language classrooms, and how to choose a suitable movie for classroom purposes. Several studies have noted that using movies in language classrooms is a rich source for learning when used right, but it may hinder the learning process, if it is used in an unfitting way. In this section I will examine the advantages and disadvantages of using movies in language classrooms. Each subsection presents a different aspect that will be explored through its advantages and disadvantages.

2.3.1 Language skills and cultural knowledge

The study by Bahrani & Soltani (2012) that has already been discussed focused on vocabulary learning through movies. The study found that movies can be useful for learning new vocabulary and idioms, because they are presented in a context. Seferoğlu (2008), in turn, studied the students' opinions on using movies to learn other English language skills. The study concluded that students found the use of movies in language classrooms helpful for many reasons. For instance, they believed that hearing native speakers use English allowed them the possibility to hear authentic

language, which, in their opinion, was useful. Similar results were found by Bahrani and Soltani (2012). It also extended the students' views on the different varieties within a language, e.g., linguistic diversity, and the differences in the rate of speech, for example. This supports the ideas of global and cultural competence. However, Seferoğlu (2008) also noted that some experts believe that the "authentic" language of the movies is in fact often idiomatic and complex, and, therefore, does not aid the students in their language use in their daily life.

Because of the authentic language material movies provide, the students participating in Seferoğlu's (2008) study claimed that their English pronunciation and oral skills improved by watching movies. By hearing natives,' but also other English speakers,' speech and pronunciation they were able to develop their own skills and speak more fluently. In addition to improving their oral skills through hearing authentic material, the students can improve their listening comprehension (Seferoğlu 2008). However, if teachers only use movies with native English speakers, it may lead to a point where students experience stress trying to achieve the same level of pronunciation. Instead, utilizing movies with native and non-native English speakers and, thus, hearing different varieties of English may help the students to feel more comfortable with their own pronunciation. This linguistic variety is included in the global and cultural competence.

Several studies have shown that movies are helpful for improving students' communicative skills. Communicative activities related to a movie are beneficial for the students because they can improve the students' readiness to communicate in English (Wang 2009). Movies can enhance students' understanding of verbal and non-verbal communication as well, as Seferoğlu (2008) found out. Because of the multichannel input movies offer, they provide an opportunity for students to examine not only verbal acts, but non-verbal ones as well. Non-verbal communication is an important component of communicative skills. It is significant for students to be able to understand non-verbal communication, but it may be harder to practise and examine in a

classroom without visual aids and material. The communicative aspects are supported by well-being and interaction competence.

Movies can be used to learn about cultures and cultural aspects, which is an important element of language learning. Culture and language are intertwined, and, therefore, it is important to understand the social context in order to properly understand the meanings conveyed by language (Bahrani & Soltani 2012). In Seferoğlu's (2008) study the findings showed that the students believed that watching movies increased their awareness of cultural issues and different cultures in general. Wang (2009) in turn found that it is good for students to be aware of the cultural background of the target language, and that they actively search for information on, for instance, how the native speakers act and interact with each other, and what kind of customs and values they have. These cultural aspects are supported by the global and cultural competence. However, Wang (2009) also noted that movies do not always present culture and cultural aspects realistically, which may lead to misunderstandings and misinterpretations. Movies are always scripted, and often imagined, which is why the reality of the movies may not always be truthful.

2.3.2 Students' motivation and confidence

As stated before, movies can be extremely motivating, as they bring variety to classroom activities. The combination of visual and auditorial input movies offer can catch the students' interest and focus. As Bahrani and Soltani (2012) expressed, movies can motivate students to learn English by listening to the dialogue of the movie. Moreover, movies offer different language varieties in a rather authentic situation, which may encourage the students to speak and feel more confident about speaking. The ideas of well-being and interaction competence support increasing motivation and students' courage and trust in their own abilities.

An important notion, however, as Wang (2009) found, is that if the language or the topics of a movie are not fitting for the students' proficiency level, they may feel uncertain about their own skills. Consequently, they may lose their interest in the movie

and the learning process altogether. Therefore, as stated before, it is important to choose the movie that suits the students' proficiency levels. If selected correctly, it may motivate students with different proficiency levels as well (Ruusunen 2011). When the selected movie fits the students' needs, and features interesting topics and issues, it can increase their motivation to participate in the activities attached to the movie, and language learning in general, as well as to express their thoughts and feelings (Wang 2009).

2.3.3 Issues with time, availability and copyright

Movies are often one or two hours long, and because of this, it may be difficult to integrate them into the classroom (Wang 2009). It also brings out the entertainment issue, which was discussed earlier. However, experts do not agree on the fact whether it is better to show a whole movie or only a smaller clip (Seferoğlu 2008). A shorter clip of a movie might be more suitable for classroom purposes with regard to the use of time, and it may be easier for the students to focus on a shorter clip rather than on a movie that lasts for two hours. However, because of the motivational aspects of movies, students may be inclined to follow a longer movie in class. On the other hand, a short movie clip may be easier to focus on considering the shorter time of focus it needs. However, a shorter clip often requires harder concentration in order for a student to not miss anything important. Missing a small detail might not be as impactful in longer movies as opposed to a shorter clip.

It is important to notice that movies are licensed, copyrighted material and, therefore, cannot be used freely. This raises a question of where to find movies and how to watch them in a classroom setting. YouTube videos, including short clips of a movie, are considered to be copyrighted material, and technically cannot be used in classroom settings (Tekijanoikeus.fi 2022). However, YouTube has allowed videos to be downloaded under the Creative Commons CC BY -license. The videos under this license can often be used in school settings. Streaming services state in their terms of service that they can only be used privately and cannot be used in public settings, such as schools. An exception to this rule is Yle Areena, which is managed by the Finnish

Broadcasting Company. It allows some programmes to be shown in a school setting, for instance domestic series but, however, needs to have a license to show movies (Tekijanoikeus.fi 2022).

In order to show a movie in a classroom setting, the school needs a license or a permission. Audiovisual Producers Finland offers licenses, or a permission to show movies in educational environments for Finnish movies (2022). This permission can be applied for the whole school as an ongoing permission for two euros per student per year, or for a one time show for under a hundred students for 120 euros or over a hundred students for 240 euros (APFI 2022). For foreign movies, the license can be applied from M&M Viihdepalvelu, and it costs 3,50 euros per student per year (Elokuvalisenssi 2022). Although the rules with copyright concerning movies may be an issue, they can be turned into a learning situation for students on how to use movies legally, hence supporting the ethical and environmental competence (Finnish National Core Curriculum 2019: 176).

3 THE PRESENT STUDY

The following section explains how the current study was conducted. Firstly, I will present the aim and the research questions. Secondly, I will describe the data and, finally, I will present the method of analysis. Each subsection on methodology serves as an explanation on why these methods were chosen for this particular study.

3.1 Aim and research questions

The aim of this study is to explore how teachers and students feel about the use of movies in language classrooms, and what type of experiences they have on their use in language classrooms. With this, I hope to gain insight on how movies are, and could be, used in language teaching, and what advantages and disadvantages this could have on the learning process. I want to study this both from the teachers' and the students' point of view, because I would like to see how the learners and the teachers view the use of movies in language teaching, and if there are any differences between their points of view. The study will focus on the following questions:

- 1) How do teachers' and students' feel about the use of movies in language classrooms?
- 2) What could be the advantages and disadvantages of using movies in language teaching?

3.2 Data description

The data consists of two video-recorded group interviews. The first group consisted of three upper secondary school language teachers, with teaching experience of around two or more decades each. Their teaching subjects, or languages, included English, Russian, Swedish and French. The second group consisted of three upper secondary school students, each of them in their third year. These students mostly

studied English and Swedish, but one of them had also studied French and Russian. This group of students was chosen, because they are the oldest students in upper secondary school, and, therefore, have the most experience on studying and learning languages. Both the students and the teachers were from the same school in the Central Finland area. The interviews were conducted online, in Zoom, due to the covid-pandemic. Both interviews lasted for slightly over an hour, therefore making the total amount of data slightly over two hours. One of the students had slight issues with their internet connection and missed some of the things that had been said and sometimes their audio was disturbed because of the issues with connection. Nevertheless, the student was able to participate in the interview and give their opinions and thoughts as well as discuss with others.

The interviewees were contacted by email. Prior to the interviews, the researcher met with the interviewees once. The purpose of the meeting was to help the interviewer and interviewees get to know each other better, in order to make the actual interview situation more comfortable for all participants. The methods and other practical things, as well as instructions on how to use Zoom, were explained in this meeting as well, and the participants had the chance to ask more about the interviews. At first, the meeting was going to be at the participants' school by the end of January, but due to the situation with Coronavirus getting worse, it was moved online in the beginning of February. The interviews were conducted in February. Before the interviews, the interviewees had a small task to do, which was to watch a short clip of a movie. This clip was used as a basis for discussion, and the interviewees could draw ideas from it. Together they also developed ideas on how it could be used in language teaching and learning.

In the group interviews, the participants discussed different questions about the use of movies in language classrooms, for instance their experiences and thoughts on this topic. The questions were mostly the same for both the teachers and the students, with a few differences in the focus. The questions are presented in the Appendices. With the questions it was possible to find information on the interviewees' experiences on

the use of movies previously and currently, as well as hopes and ideas considering their use in the future. Interviews were chosen as the method of study because the aim was to study teachers' and students' thoughts and feelings (Flick 2018). This could have been achieved through questionnaires as well, but interviews often encourage the interviewees to explain their answers more thoroughly, because it may be easier to explain oneself in an oral discussion. Interviews also enable the researcher to ask further questions and elaborations from the interviewees. The interviews were conducted as group interviews, because it allowed the interviewees to discuss the topic together, as well as to brainstorm ideas, possibly gaining new ideas for their own teaching as well.

3.3 The method of analysis

The method that was used for the analysis of the interview data is qualitative content analysis, as presented in Flick (2018). Content analysis was chosen, because it allows the researcher to focus on the content of the data, in this study, the interviewees' answers, rather than, for instance, the discourse elements. The aim was to study the interviewees' thoughts and experiences, e.g., what they said, instead of focusing on, for example, how they convey meaning or negotiate it. In the analysis, the teachers' and students' ideas and experiences are interpreted. Because of the nature of the themes in the interviews, it was vital to be able to consider the interviewees' answers with the contexts laid in background theory.

After the interviews were completed, the video and audio data were transcribed. The interviews were conducted in Finnish, as were the transcriptions. With the methods of content analysis, the data was carefully scrutinized to find the appropriate concepts and ideas connected with the research questions. These findings from the data were then categorized in different themes and written down together making comparisons between the teachers' and the students' thoughts, ideas, and experiences. Findings are presented in the following section.

4 ANALYSIS

In this section I will present the findings of this study. Each section and subsection focuses on a certain theme, both from the teachers' and the students' point of view. Firstly, I will discuss the findings on the experiences of the teachers and the students on how movies have been used. Secondly, I will present the findings on the disadvantages of the use of movies in language classrooms. Thirdly, I will discuss the findings on the advantages of the use of movies. Finally, I will present the teachers' and the students' ideas on how movies could be used in language classrooms.

4.1 Teachers' and students' experiences in using movies in language classrooms

The three teachers had mostly similar experiences on using movies in their classes. All of them had experiences on diverse ways of using movies in classrooms, although one of the teachers mentioned that they had not used movies as often as the other two. The teachers had used short clips or movie trailers quite often, almost on every course and in every period. However, they noted that they do not show a movie completely in class very often, approximately only once or twice a year, due to time limitations and license problems. Previously, they had used whole movies in class more frequently than now. These limitations will be further explained later in section 4.2.

There were differences on how often movies were used between languages as well. For example, in French classes, the teacher estimated that they watched around three movies in total during the eight French courses, while another teacher estimated they used a few movies during all of the Russian courses. One of the teachers explained that they felt it was easier to use movies in English classes than in Swedish ones, because the teacher in question watches English movies more often than Swedish, and, therefore, knows more English movies.

The teachers use movies for multiple purposes. For example, the teachers felt that movies are an effective way to show cultural differences, as well as the culture and lives of the people that speak the target language, at least how it is described and shown in those movies.

Another reason is to make connections with, for instance, literature. In English classes there are often short texts from pieces of literature, and teachers use the movie adaptation or a movie of the same topic to deepen the understanding of the texts. Additionally, the course books often have characters from a certain book or movie, well-known people, for example scientists, or references to movies or literature, which is why the teachers had shown a trailer or a whole movie that they were connected to. The teachers use movies to practice listening comprehension as well, in order for the students to hear the target language as it is. One of the teachers noted that some students in some languages, such as Swedish and Russian, may not hear the target language in their free time at all, or they might skip the listening opportunities completely. Therefore, they find it to be an effective way to practice listening skills. The two teachers who had English as their subject also noted that in English there were especially two courses where they often showed a movie. These courses dealt with two different themes, the other focused on culture and the other on future and science.

The students had fairly similar experiences as teachers regarding the use of movies in language classrooms. They explained that it was not that often that they watched a movie in a language course. Most of their experiences came from English courses. They estimated that they had watched a total of two movies during their time in upper secondary school in two English courses, the same courses that the teachers had mentioned. For the movie they watched in the culture course they had an assignment, which was to make a review of the movie in question. For the science course they made an analysis of the movie they had watched during that course.

One of the students who had studied French for a few courses also noted that they had watched one movie in French during those few courses. The students then mentioned that their teachers had shown them a few trailers in some courses as well. While

the students had experiences of the use of movies in language classrooms, they all seemed to agree that there were not that many movies used in language classrooms.

- (1) S3: I am rather surprised how little movies have actually been used. / Silleen on vähän yllättynyt, kuinka vähän oikeastaan elokuvia on käytetty.

4.2 Disadvantages and difficulties of using movies in classrooms

4.2.1 Availability and copyright

One of the fundamental issues that the teachers mentioned was the fact that their school does not have a license currently. Because of this, it is technically illegal for them to show a whole movie in class, as was explained in the background theory section 2.3.3. The teachers expressed that sometimes they did not have knowledge on where to find movies and whether it would be legal to show them. They mentioned that they had used Yle Areena but had not been using other streaming services in classrooms, as they were not aware whether their use in classrooms would be legal or not. When asked about why movies were not shown in language classrooms often, one of the students noted that this probably had something to do with the issues of time, which will be explained in the next subsection, and copyright. The same student explained that they were not sure how copyright for movies worked in a school setting, whether teachers were allowed to show a movie from DVD or from a streaming service, such as Netflix.

4.2.2 Issues with time

The lack of time was another major issue that the teachers brought up. There is a limited amount of class hours per period, and the teachers must plan carefully what they are going to do in class. Often there is no time for a whole movie, since they are often a couple of hours long. Previously it was easier to watch a movie more spontaneously, as one of the teachers explained, but with the current time restrictions it is not as easy as before. The same teacher mentioned that the matriculation examination brought some pressure on the planning and time management as well. They further elaborated

that sometimes they might have planned to watch a movie on a certain course, but something surprising might happen that cuts the amount of time they have for teaching. As one of the teachers said, in those situations they will have to skip watching the movies, because they cannot cut time from, for instance, grammar lessons. The teachers did agree that the preparation for finding and watching a movie in class would take a great deal of time as well, and further increase teachers' workload.

As mentioned previously, one of the students noted the issues with time as well. The students stated that since movies are often quite long, it would be difficult to fit a movie in a class. One of the students noted that few students would want to stay extra time in class for watching a movie. Another student noted that if they were to watch a movie in class, they would have to cut time from somewhere else, which might cause issues, especially for those who have difficulties learning languages. The student argued whether the time used for a movie would be beneficial in a certain case, for example in a case presented below.

- (2) S2: A downside might be that watching a movie that lasts an hour and a half and writing an essay of it might not be as efficient as when you have materials for essay that take five minutes to read. Because then you would have time to learn more. / Haittana on ehkä se et puolentoista tunnin elokuvan kattaminen ja siitä esseeseen tekeminen ei oo yhtä tehokasta ku se et sul on aineisto esseeseen, jonka lukemiseen menee viisi minuuttia. Et sä kerkeisit opetella enemmän.

4.2.3 How to choose a movie

The teachers all agreed that it is extremely important that the teacher chooses a suitable movie that serves its purpose, rather than using them in a way that does not connect with anything else in the class. There should always be a purpose for watching a movie, for example practicing listening comprehension, or that the themes of the movie combine with the topics of the course. One of the teachers said that the movie that is shown to the students must have a purpose, but a meaning as well:

- (3) T2: There must always be like such [a message], so nothing like explosive action, only special effects --- there has to be a message in the movie, at least. / Kyllä siellä aina niinku

täytyy olla semmonen [sanoma], et ei mitään semmosta räjähdys actioniä, pelkkiä special effects --- kyllä siinä täytyy olla sanoma sitten vähintäänkin siinä elokuvassa.

Despite the fact that the teachers agreed that showing a movie in a classroom should have a purpose, they did agree to the fact that it might not work as well as it could if movies are always used as something to analyze.

- (4) T1: --- if [a movie] is always scrutinized or analyzed, then the interest is lost, it would be wonderful, if you could sometimes just watch./ --- jos aina ruoditaan [elokuvaa] jotenkin tai analysoidaan niin menee mielenkiinto, olisi ihana kun voisi joskus vain katsoa.

Another teacher mentioned that it can be hard to find a way to connect a movie to what is being taught and learned. It is especially hard, as the teacher noted, if the teachers themselves do not know any movies, or only a few, in the target language. Because of this, it may be even harder to find suitable movies or a place where to find them.

The students focused more on the aspect of interest. They were discussing how the movie should be intriguing for the students. One of the students noted the importance of choosing an interesting movie, as presented below:

- (5) S1: If the movie is not good, then you just have to sit and listen for an hour and a half and try to be interested. At that point many people might get their phone and then it might go in one ear and out the other, so that you do not learn anything. / Jossei se elokuva oo hyvä ni sit pitää vaa puoltoista tuntii istuu ja kuunnella ja koittaa olla kiinnostunu. Monella saattaa tulla sit siin vaihees puhelin ja saattaa mennä toisesta korvasta sisää ja toisesta ulos, ni ei siinä opi mitään.

The students noted that if a movie does not interest the students, the time used for watching a movie will be for nothing. While the teachers agreed that the movie should have a meaning and no explosive special effects, the students did mention some movies falling into that category as being more interesting.

The teachers discussed the choice of movies with respect to the different levels of students in language learning. They explained that the diverse skill levels can pose issues

when choosing a movie. For students who have difficulties learning languages, it might be discouraging to watch a movie that is too difficult for them to understand. Therefore, it is important to consider the level of students when choosing a movie:

- (6) T3: So if you just choose a random movie, then the students will not be able to get much out of it. Linguistically./ Et jos vaan jonkun ihan random elokuvan valitsee, niin eipähän ne oppilaat siitä paljoo saa irti. Kielellisesti.

They discussed the differences between languages as well. One of the teachers claimed that with English it is possible to do more, because it has an advanced syllabus, and the students have been studying it since elementary school. For example French and Russian, however, have a basic syllabus, and the students have been learning them either from lower secondary school or upper secondary school. The students noticed the same issue. They pointed out the difficulty to have a suitable movie for every student with diverse levels in language skills. They discussed the assignments attached to the movie, for instance the movie analysis they had done, from the point of view of different learners. One of the students mentioned that an analysis is quite an applied assignment and, therefore, it can be challenging for students who have difficulties with language learning.

4.3 The advantages of using movies in classrooms

4.3.1 Interest and different learners

Both the teachers and the students agreed that movies are an intriguing way to learn languages. The teachers noted that students often like watching movies in class, and that the teachers themselves like it as well. They mentioned that movies often bring variety to language learning methods. The students discussed how movies can also be motivating:

- (7) S2: --- [watching movies] can actually give motivation to focus more on the course ---. / --
- [elokuvien katsominen] voi oikeesti antaa motivaatioo keskittyä enemmän siihe kurssiin

One of the students explained that it is nicer to have something else than just studying from the book. The students mentioned that it is possible to learn a lot without even noticing it, when watching movies, or in other words, they learn incidentally (Ashcroft et al. 2018).

The teachers thought that movies can offer great learning opportunities for students with different learning styles. One of the teachers mentioned that the students, who struggle with understanding texts and their main points can better understand through the visual material connected to the texts if they watch a movie of the same topic.

- (8) T1: A picture tells so much more though. If there is a poor language learner, and they do not necessarily get much out of the text, and then you show a short clip of it, a clip relating to the text, then they just perceive it in a completely unique way. / Kuva kertoo niin paljon kuitenkin enemmän. Jos on heikko kieltenopiskelija, ja se ei välttämättä saa tekstistä paljon irti, ja sitten sä näytät siitä pätkän vaikka siitä, tekstiin liittyvän pätkän, niin kyllähän se niin kun hahmottaa sitä ihan erilailla.

Even the students who do not have difficulties can benefit from the visual material. The teachers agreed that showing a movie, or a short clip, connected to the lesson's topic can offer a whole new level of knowledge, further improving the students' understanding.

The students focused especially on different learning styles. They agreed that movies are quite suitable for visual and auditory learners. One of the students offered their own perspective:

- (9) S3: --- I myself am an auditory learner, at least in languages. So I need to be able to hear the language and how it is pronounced --- so that is why I have found these movie clips, all these kinds, absolutely beneficial for my own learning ---. / --- ite oon ainakin kielissä sellanen auditiivinen oppija. Et pitää niinku saada kuulla sitä kieltä ja et miten sitä äännettään --- ni sen takii oon kokenu nää tällaset elokuvan pätkät, kaikki tämmöset, niinku ehdottomasti hyödylliseks omalle oppimiselle ---.

Another student pointed out that they like to write, which is why they felt the movie analysis and the review were good for their own learning. The students concluded that movies fit all learners and learning styles, especially if there is an activity or an assignment attached to the movie.

4.3.2 Cultural aspects and language skills

All of the teachers agreed that watching movies can be an eye-opening experience and offer good educational situations, concerning, for example, cultural aspects. They noted that while the teachers have a big responsibility in terms of what they can, or cannot, show, they yet have a responsibility to show the world as it is. One of the teachers mentioned that through movies, they can offer multiple perspectives and points of view to the same theme, and, consequently, help the students widen their own perspectives of the world and its people. Being able to show the culture and the habits of the people that speak the target language was seen as a huge advantage by the teachers. The teachers discussed these cultural respects in relation to the global and cultural competence (Finnish National Core Curriculum 2019: 176). The students did not focus on cultural aspects in their discussion.

The teachers argued that movies are a great way to practice listening, since they offer opportunities to hear the language through authentic material, especially for language the students do not hear as often in their everyday life, as was explained earlier. The students especially saw the listening opportunities as one of the advantages of movies. They mentioned that movies, and videos as well, are a wonderful way to practice listening, because they have the visual aids that support understanding. They mentioned several times that they liked how they could hear authentic language through movies, and that it was easier to focus with the visual aid there. One of the students also noted how hearing the language might encourage the learner:

- (10) S1: --- that you can hear the speech and see that maybe the language is not so horrible ---.
/ --- et kuulee sitä puhetta ja näkee, ettei se kieli oookkaa ehkä niin kamala ---.

Regarding listening skills and hearing authentic speech, the students focused on the possibility to enhance oral skills as well. The students mentioned that even if movies are scripted, the language is still more authentic than in the audio provided with their course books. One of the students pointed out that when they hear people speaking authentically in a movie, it helps them develop their oral skills and their ability to understand the speaker. When they can see the person and what they are doing, it is more authentic and improves their understanding, as opposed to the situation where they can only hear the sound.

Closely relating to listening and oral skills, the students especially noted the possibility to improve their understanding of non-verbal communication. The teachers discussed non-verbal communication mostly when they were creating new ideas on how to use movies, which will be presented later in the analysis. They explained that they think of non-verbal communication as a vital aspect of communication to understand, especially in their everyday life. One of the students explained this in the following way:

- (11) S2: --- you watch a movie, and you can conclude what they say through their gestures and facial expressions, it is like really important in real life. In the end those gestures and facial expressions can help you to understand./ --- sä katot elokuvan ja pystyt päättelemään mitä ne sanoo niiden eleiden ja ilmeiden kautta, se on niinku tosi tärkeätä oikees elämäs. Lop-pujen lopuks ne eleet ja ilmeet voi auttaa sua ymmärtämään.

Another student pointed out that it is more authentic, when one sees the other person, because sometimes it might not be possible to understand the other person correctly if one only hears their voice. Their tone, gestures, and facial expressions might convey a different meaning.

4.4 Future use of movies in language classrooms

4.4.1 Ideas relating to choosing a movie

The teachers and the students alike agreed that it is important to consider the suitability and interest when choosing a movie for language classroom purposes. The teachers noted that the theme of the movie should support the topics of the course, but it should have an entertainment aspect as well, in order for it to be interesting to follow. One of the teachers claimed that the teacher should try to find a movie that is interesting for at least most of the students in the class.

As stated above, the teachers claimed that the absence of the license was the greatest hindrance to watching movies in class. One of the teachers noted that they would love to show movies but want to do it safely and legally right. The students acknowledged the issue with copyright in their discussion as well and came up with a possible solution. They suggested that the teacher gave the students a list of movies, and each student would choose one movie from the list and watch it at home and do an assignment attached to it. They added that this way, the movies could be from streaming services as well, if they watched it at home. However, they did note that not everyone has access to such streaming services and, therefore, some of the movies on the list should be available in Yle Areena, for example. The teachers supported the idea of giving students an opportunity to influence the choice of a movie. One of the teachers proposed that the teacher could name three movies that were suitable for the course and its topics. The students could then vote which of the three movies they would watch.

The students also discussed whether it could be optional to watch a movie. They claimed that not every student wants to watch a movie, or benefit from watching a movie. One of the students noted that if the students were to watch a movie and write an essay of it, then there should be another option to do the essay on another topic, and material, without watching the movie. Another student added that this way the students could choose the activity that would benefit them more and allow them to

study in a way that is most fitting for them, which might be more motivating for students.

The students especially focused on the proficiency levels of the students and expressed that they should be considered when choosing a movie. They claimed that it might be better to show a movie for more advanced students, as they would benefit from it more. They noted the difference between languages as well. The students explained that especially with languages other than English it might be better to watch movies after a few courses, when the students' ability to understand has improved. They did, however, note the possibility to adjust the activity of the movie, for example have a small discussion of the movie and what the students thought of it, or choose a movie with easier language, for instance a movie intended for children.

4.4.2 A whole movie or a shorter clip?

The teachers expressed that while they had previously mostly used movies as a whole, after developing new ideas during this interview they expressed they might be using shorter clips in the future. They agreed that shorter clips would fit better in the lesson plan than a whole movie.. The teachers developed new ideas on how to use shorter clips using an example movie clip that they had watched prior to the interview. Below is an example of the teacher's discussion:

(12) T2: But in a way this type of working with a scene, so that it serves as a basis for a task – so that you might think --- / Mutta sillein tämänlainen kohtauksen työstäminen, että se toimii pohjana jollekin tehtävälle --- että sitä vois niin kun ajatella ---

T3: --- how this situation might continue. / --- miten tämä tilanne voisi jatkua.

T2: Well for example like that, it would be really delectable, if there was [a task] from a scene or a movie that the students aren't familiar with, because they don't know what happens, and they would create a continuation for it./ No esimerkiksi tämmönen, se ois tosi herkullinen, että jos ois [tehtävä] semmosesta kohtauksesta tai elokuvasta vaikka, mitä oppilaat ei tunne ollenkaan, kun ei tiedä mitä siinä tapahtuu, vaan kehitteliski siihen jatkoon.

T1: It might even be like oral or it could also be written, that they do it in writing, for example, how the movie continues from there. / Se vois olla jopa niin kun suullinen tai se vois olla myös kirjallinen, et ne tekee sen esimerkiksi kirjallisesti sen, miten se elokuva lähtee jatkumaan siitä.

The students, on the other hand, preferred whole movies over shorter clips. They explained that watching a movie completely helps them be more invested in the movie and the class, and that it might be difficult to do so with a shorter clip. One of the students explained that with a shorter clip it might be difficult to be able to focus on everything that happens in a short time and be able to perceive the big picture. However, another student added that it might depend on the activity as well. The student elaborated that if they had to do a summary, it might be better to make a summary of a shorter clip than a long movie.

4.4.3 On the use of subtitles

The teachers concluded that whether to use subtitles or not is dependent on the movie and language in question. They agreed that they would rather show movies without subtitles, or possibly with subtitles in the target language, but it is not always possible, especially with languages other than English.

(13) T2: It might be the best that you would have good subtitles in the original language, then that would be okay --- but I would really rather show them without subtitles, if they [students] would understand ---/ Se ois ehkä se paras et sais hyvillä teksteillä alkuperäiskielellä, niin se ois ihan ok --- mut kylhän mä ihan mieluummin ilman tekstejä näyttäisin niitä, jos ne [opiskelijat] vaan ymmärtäis ---.

The French and Russian teachers noted that because these languages have basic syllabus, the level of the students' understanding might not be as well developed in these languages as opposed to English, and, therefore, they might not be able to follow the movie with subtitles and the language of the movie in the target language. In these cases, the teachers reported on using Finnish subtitles. The students shared similar opinions on whether to use subtitles or not. One of the students explained that it might be hard to concentrate on a movie without subtitles, even if they understood the

language well. The students agreed with the teacher that the use of subtitles was dependent on the language of the movie and what the level of the students is in that language. One of the students summarized the use of subtitles as follows:

(14) S2: Maybe one general rule, which I would apply here, is that if you cannot understand the movie without subtitles, then you should have Finnish subtitles, but if you would manage without subtitles with your proficiency level, then you should have subtitles in target language. / Ehkä sellain yleinen sääntö, minkä mä asettaisin tähä, nii jos sä et ymmärtäis sitä leffaa ilman tekstityksiä, ni sul kannattais olla suomenkieliset, mut jos sä pärjäisit ilman tekstejä sun taitotasolla ni sit sul kannattais olla kohdekieliset tekstitykset.

Another student added that it depends on the possible activity attached to the movie as well. If the students had to summarize the movie in English, they would prefer subtitles in the target language. However, if they had to make an analysis of the movie in English, they preferred Finnish subtitles.

4.4.4 Practicing language skills

The teachers discussed the different skills in language learning that could be practiced through movies. Grammar was mentioned briefly but the teachers focused more on other skills. For instance, the teachers had a long discussion relating to oral skills. The teachers mentioned practicing pronunciation and using a movie as a base for a discussion of the topic. The students echoed the use of movies to practice oral skills. In their opinion, movies could be used to practice pronunciation and conversational skills, but they thought of developing one's skills on describing events in their own words as well. They agreed that students could learn to express and validate their opinions, find the essential information and to leave the irrelevant information out.

Closely relating to oral skills, both the students and the teachers agreed movies could be used to practice listening comprehension as well. The students especially emphasized the fact that they could hear more authentic speech and language than they could from the course books. Moreover, because movies have the visual aid along with the audio, the students and the teachers noted the possibility to practice non-

verbal communication. One of the students explained that this skill is vital for the students' future, because understanding how facial expressions and gestures convey meaning may help them understand what the other person is trying to communicate.

While the teachers did not focus on writing skills, the students gave an example on using movies to practice it. They noted that writing an analysis or a review on a movie had helped them develop their writing skills. One of the students explained that writing a review felt more useful and authentic, as opposed to a written assignment answering a newspaper article. Another student noted that most of the written assignments and essays are about referencing what other people have said, instead of giving one's own opinions. They continued that writing a review or something similar to practice arguing felt more useful for their future. Relating to writing, the teachers added that movies could be used to expand and improve students' vocabulary, a fact that the students agreed on. As the courses focus on certain themes, for example science, one of the teachers had an idea of showing a short clip dealing with laboratory work to improve the students' vocabulary. The teachers developed an idea on how to use movies to show the differences in vocabulary between different variations of a same language as well, as presented in the following example:

(15) T1: --- then if there is an Irish movie or something else, then it does highlight that vocabulary alike --- it can be different than like American especially./ --- sitten jos on joku irlantilainen elokuva tai sitten joku muu niin kyllähän se siinä yhtäläillä sitä sanastoo [tuo esiin] --- se voi olla erilainen kun joku varsinkin amerikkalainen.

T3: Then how would you take it like in comparison? How could they be highlighted? For example Finnish-Swedish, Standard Swedish?/ Kuinkas sitä sitten otettais siihen niinku vertailuks tavallaan? Kuinka ne nostais? Esim. suomenruotsi, riikinruotsi?

T1: --- The students could spot the words from there and then they could contemplate with each other, what the word is in Finnish-Swedish ---. / --- Opiskelijat vois bongata niitä sanoja sieltä ja sit ne vois keskenään pohtia et mitä ne on sillä suomenruotsilla se sana ---.

5 DISCUSSION AND CONCLUSION

The aim of this study was to explore how teachers and students feel about the use of movies in language classrooms, and what type of experiences they have on their use in language classrooms. An important factor of the interview was to develop the interviewees ideas on how movies could be used in language classrooms in the future. One of the goals of the interviews was to be beneficial for the interviewees as well. For the teachers, their interview was planned to be an opportunity to be able to create new ideas on how to use movies in language classroom in the future. This group interview gave them a chance to discuss with other language teachers about the topic and, possibly, promote the collaboration of the teachers. By the end of the interview, one of the teachers noted after a longer period of sharing and generating their ideas that the goal was to give them new ideas. The teachers agreed that this certainly happened. For the students, the interview was a place to discuss with fellow students and to possibly gain new ideas on how to learn languages at home as well.

The most important findings of this study indicate that both the teachers' and the students' views on using movies in language classrooms are mostly positive. They expressed the willingness to have movies in classroom use and pointed out that there are more advantages to their use. Firstly, they noted that movies offer rich and authentic language and cultural material that is useful for the students' future life. This notion is supported by the findings of Seferoğlu (2008) and Bahrani and Soltani (2012). Secondly, the teachers and the students claimed that movies can be used in several ways to practice a variety of language skills, for instance oral and communicative skills, as found by Wang (2009) and Seferoğlu (2008). Finally, the teachers and the students pointed out the variety movies can bring to language classrooms. The main disadvantages the teachers and the students pointed out included issues with time, availability and copyright. The teachers particularly noted the challenge of fitting a movie in the course plan, similar to the findings of Wang (2009). The teachers claimed that the absence of a license to watch movies (Tekijanoikeus.fi 2022) was the primary

challenge of using movies in language classroom. In addition, both the teachers and the students claimed that choosing a suitable movie for classroom purposes that fits students' various skill levels was challenging, thus supporting the findings of Wang (2009).

This study and its findings can be beneficial for language teachers, as well as language teacher students, education planners and coordinators alike. It might provide them with insight on both students' and teachers' views towards the use of movies in language classrooms, for instance on using movies to practice listening comprehension or cultural elements. The strengths of this study are that it focuses on both the students' and the teachers' perspective with their similarities and differences, and that it included developing new ideas with people in the same position, e.g., the teachers together as a group and the students as their own group. In addition, the teachers had different languages instead of all of them teaching, for instance, English, which hopefully gave them new ideas and broadened their views on the topic. There are some limitations to this study as well. First and foremost is the extent of the study. This Bachelor's thesis is a small-scale study with a small group of participants, and, therefore, the findings cannot be generalized. For more reliable results, more participants are needed. Second, the participants were all from the same school and, therefore, the ideas of the teachers and the students were rather similar with each other. In order to get more reliable results, the increased number of participants should be contacted from other schools as well and from a larger geographical area.

The possibilities that the use of movies offer for educational purposes could be studied more extensively. Further research could focus on how to eliminate the issues with using movies in language classrooms, and how to make the use of movies more accessible for teachers of different languages. Further studies could focus on finding even more effective ways to use movies in the future, and how to strengthen the benefits that the use of movies offer not only for language learning but for learning in general.

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APPENDICES

APPENDIX 1: INTERVIEW QUESTIONS FOR THE TEACHERS IN FINNISH

1. Miten olette käyttäneet elokuvia opetuksessanne?
 - a. Mihin tarkoitukseen?
 - b. Kuinka usein olette käyttäneet elokuvia kielten tunneilla?
2. Millaiseksi olette kokeneet elokuvien käytön kielten tunneilla?
 - a. Mitä hyötyjä/haittoja niiden käytössä on tai voi olla?
 - b. Onko ollut jotain haasteita?
3. Miten koette elokuvien käytön vaikuttavan oppimiseen?
 - a. Ovatko ne hyödyllisiä vai haitallisia? Miksi?
4. Mihin tarkoitukseen elokuvia voisi käyttää kielten tunneilla?
 - a. Mitä asioita niiden avulla voisi harjoitella?
 - b. Käyttäisittekö elokuvia mieluummin tekstityksillä vai ilman?
 - i. Käyttäisittekö enemmän kohdekielisiä vai suomenkielisiä tekstityksiä?
5. Miten valitsisitte katsottavan elokuvan?
 - a. Mitä tulisi ottaa huomioon?
 - b. Käyttäisittekö mieluummin kokonaisia elokuvia vai osaa elokuvasta (esimerkiksi yksi kohtaus)?
6. Käyttäisittekö elokuvia opetuksessanne jatkossa?
 - a. Miksi/Miksi ette?
 - b. Miten ja mihin tarkoitukseen?

APPENDIX 2: INTERVIEW QUESTIONS FOR THE STUDENTS IN FINNISH

1. Miten elokuvia on käytetty kielten tunneilla?
 - a. Mihin tarkoitukseen?
 - b. Kuinka usein niitä on käytetty?
2. Millaiseksi olette kokeneet elokuvien käytön kielten tunneilla?
 - a. Mitä hyötyjä tai haittoja niiden käytössä on tai voi olla?
 - b. Miten niiden käyttö on toiminut? Onko ollut jotain haasteita?
3. Miten koette elokuvien käytön vaikuttavan oppimiseen?
 - a. Ovatko ne hyödyllisiä vai haitallisia? Miksi?
4. Mihin tarkoitukseen elokuvia voisi käyttää kielten tunneilla?
 - a. Mitä asioita niiden avulla voisi harjoitella?
 - b. Katsoisitteko elokuvia mieluummin tekstityksillä vai ilman?
 - i. Katsoisitteko enemmän kohdekielisillä vai suomenkielisillä tekstityksillä?
5. Katsoisitteko mieluummin kokonaisia elokuvia vai lyhyen pätkän (esimerkiksi yksi kohtaus)?
6. Haluaisitteko, että kielten tunneilla katsottaisiin enemmän vai vähemmän elokuvia? Miksi?
 - a. Mihin tarkoitukseen haluaisitte katsoa elokuvia?