

Use of English Movies in EFL Classroom: A Study on the Cadet Colleges of Bangladesh

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Abstract

This research examines the attitudes and awareness of the EFL learners and teachers to the integration of English movies in their classes. Thus, the article will deal with the nature of using movies in EFL classroom by teachers and the acceptance of it by the learners. The study has been conducted on the teachers and learners of the Cadet Colleges of Bangladesh in the academic year 2022-2023. The participants in this study are English teachers of varied experience and students of pre-intermediate and intermediate levels, aged 12-18. The data are collected through two questionnaires prepared for teachers and learners respectively. Both qualitative and quantitative data are collected and used for preparing results. The results of the study have shown the impacts of using movies in EFL classroom and the problems and prospects of using it in the secondary level institutions of Bangladesh. The study concludes that movies are being used by some of the teachers but many are interested to use; and presenting the target language in a more natural way movies attract students' attention.

Keywords: EFL, movies, teaching and learning English, Bangladesh, multiple intelligences, post method pedagogy.

1. Introduction

Being a tradition of remarkable change, English language teaching followed several phases: Grammar-Translation Method, Direct Method, Audio-lingual Method, Silent Way, Communicative Language Teaching etc. In Bangladesh Grammar-Translation Method became very popular in last century. At the 21st century Communicative Language Teaching takes the

place. Though Bangladesh has tried to adopt the changed method, it remained traditional in reality. So, a new dimension is the demand of time. One way of introducing new dimensions into the classroom teaching can be the use of movies in the classroom.

It is researched that learning from entertainment is quick and longer lasting. Movie is a good way of entertainment now-a-days and young generations are very keen to this media of entertainment. If movies and education can be blended, learning will be smoother. So, in case of English Language Teaching if we use English movies, the boring language classes can become a class of enjoyment, and the learner will be eager to learn from their area of interest.

Another important fact is that intelligence varies from learner to learner, teacher to teacher. It is very difficult for a teacher to develop the class plan according to the preferred kind of intelligence of each learner. It is nearly impossible to provide the materials of multiple intelligences (Howard Gardner, 1983) in a single class. But movies have the combination of multiple intelligences. If movies can be used as a material for language teaching the learners of different intelligences can easily pick up the target lesson of the class in an interesting way and the teacher can easily select and use his/her material for teaching in the era of post-method pedagogy effectively.

2. Literature Review

A review of the literature on the use of movies in the EFL/ESL classrooms provides that movies are greatly effective in the language classroom for a number of ends. Many linguists have worked on the pedagogical impact of audiovisual materials such as movies in language learning.

Dona Nur Faizah and Dian Novita (2021) in their research entitled “Short Film Animation as Media for Teaching Writing Skill” have divided a classroom into two segments namely controlled and experimental class. After giving four-week input in experimental group they have drawn the conclusion from data analysis that short film animation as media have an effect in improved the score of students’ writing descriptive text. They have also elaborated that short film animation as a media is an effective way that can help students to improve their writing, their motivation to learn and write specifically in descriptive text. Besides, using short film animation media is more exciting and fun.

Rebecka Åhl (2020), in her research titled “The Potential of the Moving Image in the EFL Classroom: A Study of how Teachers in Sweden Teach through Fictional Movies and TV Series”, has found out that that most teachers use fictional movies to a greater extent than TV series. Furthermore, the results show that most teachers provide clear aims while showing movies and TV series in the classroom, as well as having clear connections to the different syllabuses. It is also evident that teachers watch movies and TV series as valuable resources when developing their students’ language proficiency, literacy, and cultural knowledge.

Ramazan Goctu (2017) has done research titled “Using Movies in EFL Classrooms” where he has engaged 25 intermediate students studying English in Faculty of Education and Humanities. The learners were instructed to watch movies at home and then the movies were discussed in the following class. Several questions were asked to the learners which proves that students have positive attitudes towards the use of movies in their classes in terms of improving their language skills. He added that though suitable materials are very difficult to find out, there are many resources online with the advent of science and technology.

Feri Kurniawan (2016) claims in research entitled “The Use of Audio Visual Media in Teaching Speaking” that the use of Audio Visual Media (AVM) improves the proficiency of the learners. The researcher has taken tests before and after implementing AVM. The results indicate that the students had a positive response to using the AVM as 92% of the responses were positive towards the use of the AVM method for teaching speaking.

Merita Ismaili (2013) stated that visual images directly motivate student’s perceptions whereas printed words can motivate student’s perception indirectly. Merita advocates the importance of using verbal and non-verbal movements, in which the perception of the learners can be increased directly and indirectly regarding to the visual images that may be printed inside the learners’ minds. Movie includes color, sound, and movement which are extra sensory experience than verbal language (reading).

Few research has been done on the impact of movies in acquiring English as a foreign language in the context of Bangladesh. Islam and Biswas (2013) in a research entitled “Influence of Doramon on Bangladeshi Children: A CDA perspective” have said that Bangladeshi children

are highly influenced by animated movies and are prone to use many vocabularies and dialogues that they learn from different cartoons and often switch codes in real life conversation. Saifa Haque (2013), in her article entitled “Using Cartoons for English Language Teaching in Bangladesh: Progress, Problems and Possibilities” has figured out the positive impact of using animated movies in the language classrooms of Bangladesh. Her semi-structured interview with the teachers and collected data implies that though using cartoons could not get expected benefit yet, it has immense possibilities.

Berk (2009), after examining the use of video clips in college classrooms, has provided a detailed rationale and conceptual framework for the practice. Though the focus of Berk’s study was the field of education in general instead of EFL or even SLA pedagogy, his list of “learning outcomes” and review of neurocognitive research are engaging and enlightening enough to merit consideration by EFL teachers interested in incorporating video in their classrooms.

Danan (2004) claimed that the subtitles of films can be powerful educational tools as it improves the listening comprehension skills of second/foreign language learners. Danan (2004) emphasizes that subtitles facilitate language learning by helping students visualize what they hear and lead to additional cognitive benefits, such as greater depth of processing.

Gardner (1982) in his socio-economic model named “Art, Mind and Brain: A Cognitive Approach to Creativity” identified a number of factors which are interrelated while learning a second language. These include the social and cultural milieu, individual learner differences (motivation, age, attitude, etc.), the setting or context in which learning takes place. Movies, if used carefully, can cater for most of the factors. Children are particularly interested in movies especially cartoons. Rate and success of second language acquisition are strongly influenced by the age of the learner.

The above-mentioned literature shows that using movies in EFL teaching is a useful method and has several advantages compared to the more traditional teaching styles. Although a good number of research works have been done on the use and effectiveness of using movies, no significant research has been done to investigate the perceptions of Bangladeshi EFL students as well as teachers regarding the usefulness of movies to improve students’ language skills. The current study attempts to address this particular issue.

3. Objective of the Study

- a. To find out if the teachers use movies in EFL teaching at all and what are their purposes.
- b. To find out if the learners enjoy movie-based-EFL classroom or not and if they can learn something from watching movies.

4. Rationale of the Research

Many researchers have done partial research regarding using English films in teaching EFL. For example, some researchers have shown the use of films in EFL classrooms from the perspective of teachers, and some have shown from the perspective of the learners. But no one has incorporated both perspectives. This research is done focusing the problems and prospects of teaching EFL and from both teachers and learners' point of view.

The researchers have conducted research regarding effectiveness of films for teaching EFL in their respective localities/areas. But this may not suit all the areas of the world for cultural and intellectual diversity as the geographical location is separate so as the perception levels. This research is conducted in an area where no research has been done regarding the problem.

This research will help the teachers and learners of Cadet Colleges of Bangladesh to teach and learn English language effectively in an interesting way if the result comes out positive.

This research will help not only to substitute the conventional materials used for teaching EFL in classroom but also will help to create autonomous learners who will be able to learn by themselves at home.

This research will help in the arena of post-method pedagogy as the teacher will be able to select the material according to the level, age, proficiency level and interest of the learners.

5. Methodology

5.1. Research Method

The researcher in the current study adopted an empirical approach in order to answer the aforementioned research questions. The researcher has collected quantitative and qualitative data from both teachers' and learners' end. The study employed a 5-point Likert Scale questionnaire to

find out to what extent the teachers are using English movies and what are the reactions of them. Another questionnaire for learners is to measure to what extent the students believed watching movies could help them improve their language skills.

5.2. Research Setting, Sampling and Respondents

The present study has been done at the Cadet Colleges of Bangladesh. That is, this research has dealt only with the teachers and learners of the distinct cadet colleges of Bangladesh. In these institutions the medium of instruction is English. The teachers had completed their higher education from the reputed universities of the country following the same medium of instruction i.e. English. In Cadet Colleges, movies are available in their well-equipped ICT labs, libraries, and even in the interactive flat panels which the students can access under the supervision of the teachers.

The participants in this study are the students and teachers from the Cadet Colleges of Bangladesh. The total sample of participants is consisted of 60 students and 24 teachers, male and female, all in a multicultural classroom setting. The level of proficiency for the learners is pre-intermediate and intermediate and the teachers teach these age-group learners. The discussions of the findings is presented according to the research questions of the study. The study is carried out at different cadet colleges in the academic year of 2022-2023.

6. Presentation of the Results

In this section the results of the present study will be examined in the following order: firstly, the use of movies in EFL classroom is examined; secondly, the use of movies in five different areas of language teaching is dealt with and thirdly, the reaction of the learners regarding using films in their language lesson.

6.1. Respondents: Teachers

6.1.1. Background Information

The first part of the questionnaire consists of background information questions. The results of these questions are presented in Table 1.

Table 1: Background information about the participants (presented in percentages and frequencies)

Gender	Female	Male				
%	83%	17%				
N	20	4				
Age	<30	30-39	40-49	50-59		
%	years	46%	25%	8%		
N	21%	11	6	2		
	5					
Experience as English teacher	<1 year	1-5	5-10	10-15	15-20	20<
%	13%	29%	25%	17%	8%	8%
N	3	7	6	4	2	2
Cooperation with other teacher(s)	Yes	No				
%	75%	25%				
N	18	6				
Interested in movies	Yes	No				
%	96%	4%				
N	23	1				
Material available	Yes	No	Neutral			
%	42%	54%	4%			
N	10	13	1			
Interested in material	Yes	No	Neutral			
%	84%	8%	8%			
N	20	2	2			

The age and gender of the respondent were the two first background questions. 20 out of the total 24 respondents (83%) were male and 4 (17%) were female. 5 (21%) of the respondents were under 30 years old, 11 (46%) were aged 30-39, 6 (25%) were aged 40-49, 2 (8%) were aged 50-59. The gender distribution of the respondents was rather close to what had been expected,

since a clear minority of the English teachers reached was women. The age dimension of the respondents was a positive surprise, since there were respondents of different ages, which was one of the original aims of the study. The table shows that the majority of the respondents were 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. It is also clear in the table that those who had co-operated with other teachers were clearly a majority compared with those who had not worked together with their colleagues.

The data reflects that 23(96%) respondents are found interested in movies and one respondent (45) is not interested. 10 of the respondents (42%) think movie-based materials are available while, 13 (54%) do not think so and 1 (4%) has no opinion about it. This result was not surprising. Since using movies in teaching is a theme that has not been studied 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 i.e. whether the teachers would be interested in this type of material which would provide instructions for using movies in teaching reveals that majority of the respondents, 20 (84%) are interested, 2 (8%) are not and 2 respondents (8%) do not have any opinion. Some of the reasoning were for instance:

Example 1: *“I use them regrettably seldom”* (Respondent 15)

Example 2: *“It would be easy to use movies in teaching with ready-made instructions and introduction.”* (Respondent 21)

Example 3: *“I think that the students are usually interested in movies and such and thus the movies would motivate them”* (Respondent 24)

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

Example 4: *“Whole movies are too time-consuming, finding shorter clips is difficult and I could not even show them, for now.”* (Respondent 3)

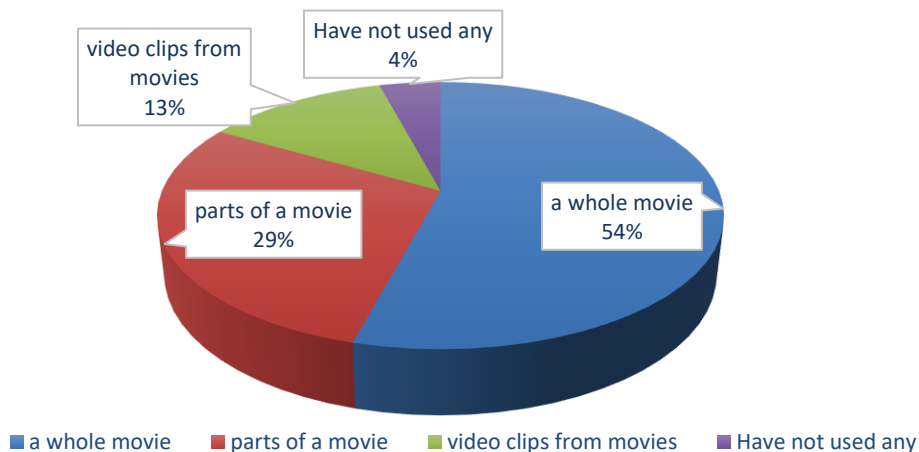
6.1.2. The use of movies in EFL classroom in general

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 reasoning for their answers. There were also claims and the respondents were asked to answer the claims on a Likers-type scale from 1 to 5 (1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree).

The first question was whether the teacher uses movies in EFL teaching or not. 16 (67%) respondents out of total 24 agreed that they use movies in EFL teaching and the remaining 8 (33%) respondents do not use.

The second 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



13 (54%) of the 24 respondents had shown a complete movie in their class. 7 (29%) of the respondents had used some scenes of a movie and only 3 (13%) 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 oriented towards using computers in their teaching as younger teachers. Thus, the majority of the respondents may not be fully aware of the possibilities that the Internet provides in EFL teaching. Finally, only 1 (4%) 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, this 1 respondent 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 5: “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 6: “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)

In conclusion, also the respondents noticed the positive effects of using movies. As for instance Stoller (1988), Allan (1985) 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. For example:

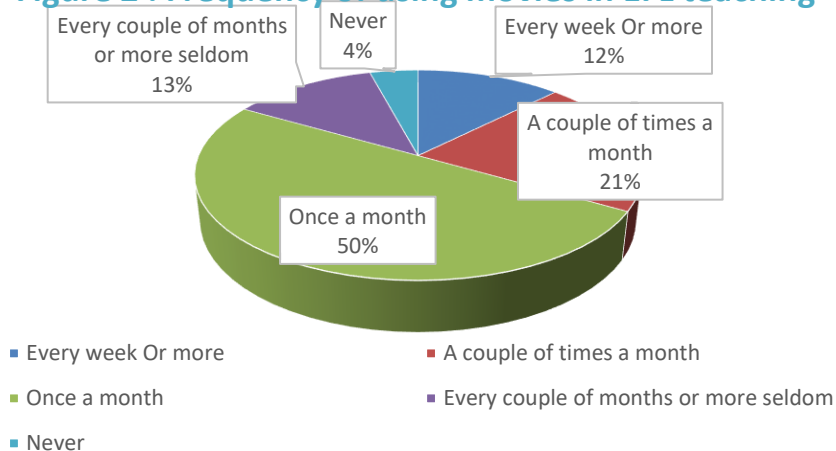
Example 7: “I feel that there is not enough time to use movies in addition to all the course material.” (Respondent 10)

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 the next question the respondents were asked to name some of the movies they had used at some point in their teaching. Some examples are Life of Pie, Harry Potter Series, Mr. Bean, and The Lord of the Rings, Romeo and Juliet, Back to the Future, Gulliver’s Travels, Robinson Crusoe, Wall E., Twelve years a slave, and 300: The Rise of an Empire. The range of 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

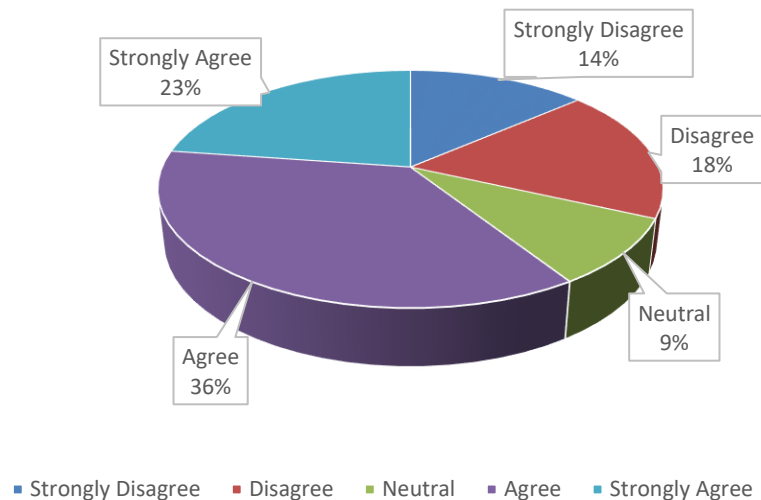


3 (12%) of the respondents answered that they use movies every week or more often. This was rather unexpected, since the presupposition was that only a few of the respondents would use movies this often. 5 (21%) uses movies a couple of times a month. 12 (50%) uses movies once a month. 3 (13%) uses movies every couple of months or more seldom and 1 (4%) 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. The first claim was: "I think that using movies in EFL teaching is too time-consuming and takes time from other teaching." 4 (17%) answered "strongly disagree". 10 (40%) of the respondents answered "disagree". 1 (4%) answered "neutral". 7 (31%) answered "agree" and 2 (8%) 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 8% 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.

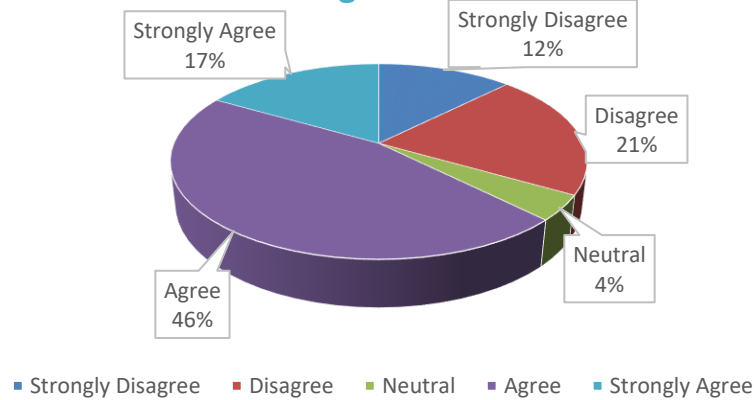
Figure 3: The difficulty of finding suitable movies



3 (14%) answered "strongly disagree". 4 (18%) answered "disagree". 2 (9%) answered "neutral". 8 (36%) answered "agree" and 5 (23%) answered "strongly agree". This shows that teachers would need guidance for using movies in teaching, since the 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.

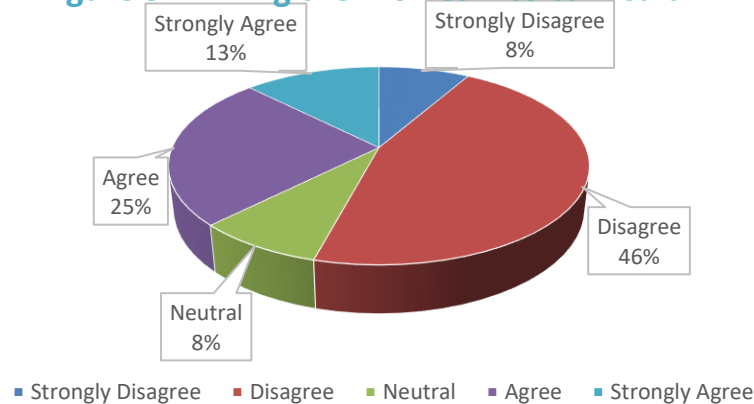
Figure 4: Difficulty of finding suitable movie-related assignments



3 (12%) answered “strongly disagree”. 5 (21%) disagreed with the statement and 1 (4%) was neutral. 11 (46%) agreed and 4 (17%) 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: “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



2 (8%) of the respondents strongly disagreed. 11 (46%) of the respondents disagreed. 2 (8%) of the respondents answered “neutral”. 6 (25%) agreed and 3 (13%) strongly agreed.

The fifth claim was: “You do not have time to plan movie lessons.” 5 (20%) answered “strongly disagree” and 11 (46%) answered “disagree”. 1 (4%) was neutral. 4 (17%) agreed with the statement and 3 (13%) strongly agreed.

Claims from one to five reveal that perhaps some ready-made material would encourage the teachers to use more movies in their own teaching.

The sixth claim was: “Movies are just time-fillers in EFL classes.” 7 (30%) of the respondents strongly disagreed and 13 (54%) disagreed. 1 (4%) answered “neutral”. 2 (8%) agreed with the claim and 1 (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.

6.2. Respondents: Learners

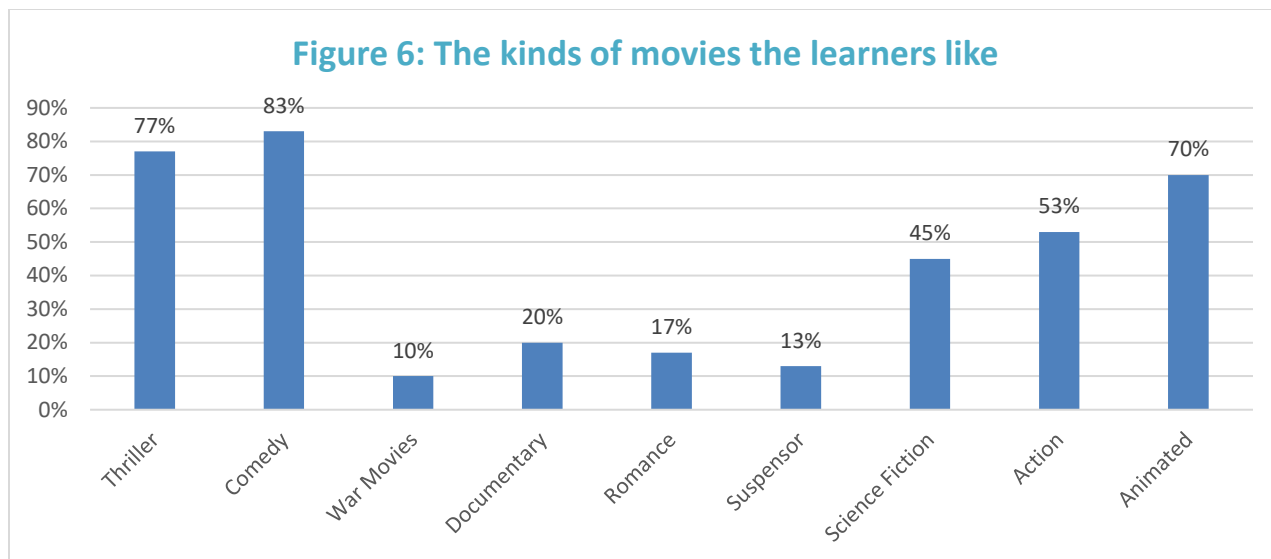
The first part of the questionnaire consisted of background information questions. These questions concerned the sex, age and institution of the respondent. The second part of the questionnaire consists of 14 questions both open ended and closed ended (e.g. Yes or No, Multiple choice questions, a 5- point Likers scale ranging from "Strongly Disagree" to "Strongly Agree")

45 out of the total 60 respondents (75%) were male and 15 (25%) were female. 25 (42%) of the respondents were under 15 years old, 35 (58%) were aged 15-18. The gender distribution of the respondents was rather close to what had been expected, since a clear minority of the learners reached was female. The age dimension of the respondents was positive, since there were respondents of different age belonging to the secondary level.

The first question of the second part was *if the learners watch movies or not*. 100% of our respondents watch movies and it is not a matter of surprise because now-a-days movie is a popular media of entertainment especially for this age group.

The second question was *if they enjoy English movies or not*. 54 (90%) out of 60 respondents enjoy watching English movies and 6(10%) do not. The reason why 10% do not enjoy is found that they actually do not understand English movies.

The third question was *what kind of English movies they like*. The results are presented in percentages in figure 6.

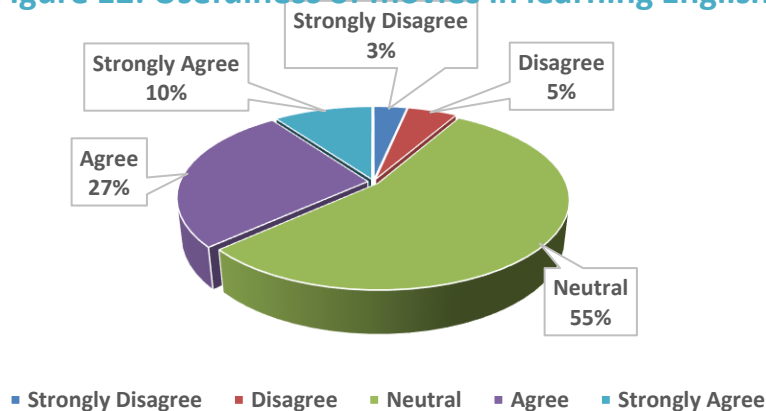


The majority of the respondents 50 (83%) out of 60 watch comedy, 46(77%) watch thriller, 42(70%) watch animated feature films, 32(53%) watch action, 27(45%) watch science fiction, 12(20%) watch documentary, 10(17%) watch romance, 8(13%) watch suspensor and the minority of the respondents 6(10%) out of 60 watch war-movies. This certainly portrays the psychology of teenagers.

The next questions were aimed at finding out the respondents' own opinions about using movies. A Likers-type scale from 1 to 5 (1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree) was used for responding to the claims.

The first claim was: *"Movies are useful in learning English"*. The results are presented in percentages in Figure 7.

Figure 12: Usefulness of movies in learning English



2 (3%) of the respondents strongly disagreed and 3 (5%) disagreed. 33 (55%) answered “neutral”. 16 (27%) agreed with the statement and 6 (10%) strongly agreed.

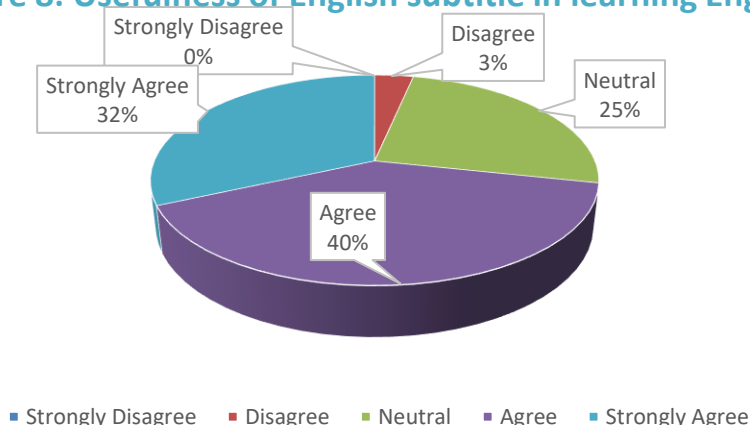
The second Claim was: “*You have learned some English by watching English Films*”. 2 (3%) strongly disagreed and 3 (5%) disagreed. 21 (35%) answered “neutral”. 26 (44%) agreed and 8 (13%) strongly agreed.

The third claim was: “*The dialogues in the movie can be used in daily life.*” 5 (8%) strongly disagreed and 10 (17%) disagreed. 25 (42%) answered “neutral”. 12 (20%) agreed and 8 (13%) strongly agreed. The result shows that the respondents think that the dialogues of movies can be used in different socio-cultural situations of their daily life.

The fourth claim was: “*Watching movies improve guessing skills.*” 3 (5%) strongly disagreed and 4 (7%) disagreed. 13 (22%) answered “neutral”. 23 (38%) agreed and 17 (28%) strongly agreed. The result shows that the majority (66%) of our respondents agreed or strongly agreed with the claim. The reason behind this is that the plots and subplots of a movie create suspense in the mind of the viewer. So, the viewer must guess the connection between the happenings.

The fifth claim was: “*English subtitle in a movie is beneficial in learning English*” The results are presented in percentages in Figure 8.

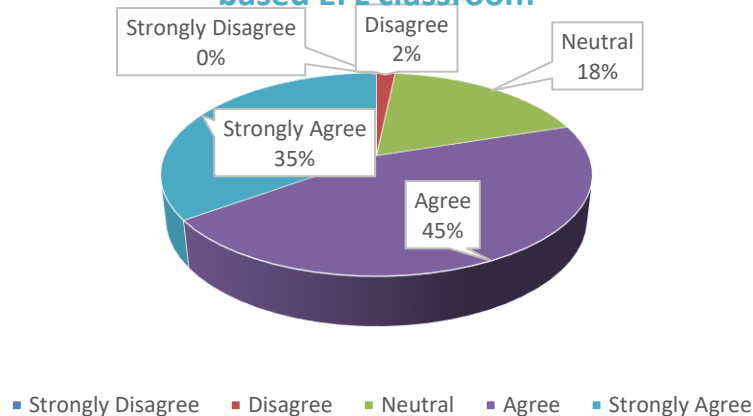
Figure 8: Usefulness of English subtitle in learning English



None of the respondents strongly disagreed and 2 (3%) disagreed. 15 (25%) answered “neutral”. 24 (40%) agreed with the statement and 19 (32%) strongly agreed. According to the respondents’ feedback, using subtitle in a movie is a beneficial way to learn English language. The reason behind it is that if English subtitle is used, a viewer can listen and watch the linguistic characteristics at the same time which provoke the possibility to learn vocabularies with pronunciation and spelling together.

The final claim was: “*I am interested in learning English if the teacher uses English films as teaching materials.*” The results are presented in percentages in Figure 9.

Figure 9: Interest of the learners to learn English from movie based EFL classroom



None of the respondents strongly disagreed and 1 (2%) disagreed. 11 (18%) answered “neutral”. 27 (45%) agreed with the statement and 21 (35%) strongly agreed. According to the respondents’ feedback, using movies as a teaching material in EFL classroom is attractive, engaging, motivating and effective.

The third part of the questionnaire was open-ended comments of the learners regarding the overall topic. The opinions were analyzed to complement the results of the questionnaires. Different participants commented on different issues. All the students agreed that the use of films provided an authentic and meaningful context for them to learn English.

As they watched the movies with plenty of conversations between native speakers, they felt a need to learn to speak English naturally and fluently in order to communicate with others. For example-

Example 8: “I think movies help a lot in learning English, especially with speaking and listening. They provide us with more opportunities to hear native speaking of English and learn how they interact in normal conversations....” (Respondent 11)

Example 9: “...we can learn then how to use English more fluently in our daily lives and be more engaged when communicating with people.” (Respondent 46)

The participants also reported that movies reduced their language anxiety and increased their confidence in speaking English after listening and being exposed to the authentic language used in the film. Two students mentioned-

Example 10: “....there was a group discussion about the characters and the events of the movie; this can help us in practicing our oral skills...” (Respondent 7)

Example 11: “...watching movies can develop our speaking skills.....we heard the native speakers’ accent and may be this can help us to pronounce and communicate in a better way” (Respondent 22)

The questionnaire has indicated that movies are useful for EFL learners. The participants in the current study found themselves more involved in the English classes with the use of films and they were more willing to interact in English. Two participants commented-

Example 12: “The lessons are boring with only textbook and worksheets; we like to learn English by watching films in class.” (Respondent 26)

Example 13: “...movies make learning English more fun. Discussing with others can allow us to share ideas of the movie, so we can learn from each other.” (Respondent 32)

Participants in the study expressed their desire to have movies used regularly in their English classes. This is a clear indication that the integration of movies was intrinsically motivating in the participants’ learning process. One participant mentioned,

Example 14: “I like to learn English in this way...I hope we can have the chance to watch movies and discuss them in the class in the future.” (Respondent 43)

Overall, the findings show that integrating movies in the EFL classroom is effective pedagogical tools which can help students improve their language skills in terms of their speaking skills, fluency, listening skills, vocabulary acquisition, pronunciation, interactional skills, and

colloquial slang. In addition, the findings also indicate that using movies in EFL classrooms can promote learning-oriented interaction, engagement among students, and active learning environment.

7. Discussion on the Results

7.1. Teachers' Point of View

The results of the present study indicate that almost all of the respondents are interested in movies in general and most of the teachers have also used some material concerning movies in their own teaching. Reasons for using movies differ but the most important point is that using movies is easy and natural when there is a common theme between the course book and the movie. Usually in these cases the movie is brought in to diversify the teaching and to motivate the students. The most important reasons for not using movies are 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 use movies every couple of months or more seldom. On the other hand, only a minority have never used films. The respondents generally use varied types of movies, from comedies to drama, and from cartoons to romance.

An interesting fact is that even though several respondents have stated in several different answers that using movies is too time-consuming, there is still a majority of 46% who 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 is still the main reason. However, another important hindrance in using movies is the fact that most of the respondents think that finding suitable movies is difficult. However, the majority of the respondents do not think that incorporating movies into the curriculum is very difficult. Nevertheless, a majority of the respondents state that they do have time to make lesson plan using movies and think that movies should not be just time-fillers. However, they think that finding suitable movies and assignments seems to be the greatest hindrance in using movies in EFL teaching. Otherwise, the respondents' opinions about using movies are rather positive and

they think that movies should be included in the syllabus and thus should be a part of a bigger entity or theme instead of being watched just for fun, as also Allan (1985) has 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 state that they have never thought about using movies for teaching. Therefore, it would be very useful for the English teachers to have ready-made assignments or movie packages available. This would make it easier and less stressful for the teachers to use movies, since they do not have enough time to make any lesson using movies. It would also bring more ideas and help those teachers who have never used movies or who have otherwise stuck onto the old pattern of teaching English.

7.2. Learners' Point of View

The results of the present study indicate that almost all of the respondents are interested in movies in general and most of the learners have used some material concerning movies in their own learning. Reasons for using movies differ from person to person, but the most important point is that using movies is interesting, motivating and engaging. Among all genre learners enjoy comedy, animation and thriller most. The genre of the least choice is war movies.

The findings show that as movies are interesting to watch, it can be a part of their syllabus. Many learners already have learned something from watching films on their own, namely, new vocabularies for daily communication, pronunciation, and guessing skill. The findings also imply that as day-to-day life conversation is used in movies, learners can easily pick up that language and can use it in their conversations.

It is found from the study that movies improve guessing skills of the learners. While enjoying movies, learners try to make a connection among the web of the incidents of the movie and in the process, learners make guesses about what is going to happen next.

The study reveals that the respondents are eager to use subtitles while watching movies. This point indicates that subtitles help learners to understand the meanings of movies properly, on

the one hand, and to learn vocabulary and the structures of sentences, on the other hand. Thus, they help to learn English language in a convenient way.

Finally, the learners are found too much enthusiastic in learning English language from movies if any framework can be designed by the teachers. According to them, movies will be the best material if they can be incorporated into the curriculum. The results also imply 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).

8. Recommendations and Conclusion

8.1. Recommendations

1. Teachers should be trained to use the movies in EFL classrooms in a systematic way.
2. Material development should be done to incorporate theories in the classroom teaching.
3. Movies should be selected properly to carry out fruitful educative value.
4. Textbooks should be revised and contents should be developed keeping in mind that they contacts are interesting and can be adopted in audio-visual means.
5. Class times should be readjusted to implement movies and for a productive class.
6. Teachers should be aware of the recent trends to which learners are exposed, that is, teachers should be up to date with the movies first to select suitable one.
7. Assessment and testing method should be improvised to test all the four skills of language learners.
8. Audio-visual films should be made based on the curriculum.
9. Selection of the movies should be specific with the nature of the skills to be taught. That is, for grammar teaching class movies or movie extract should be focused on the sentence structure. On the other hand, for teaching speaking skill, the clip should contain day to day life conversation and so on.
10. Multimedia classroom, that is, digital classroom is a mandatory to implement the movie-based-EFL classroom method.
11. Lastly, learning should be interesting where the teacher will be able to select the appropriate approach and material following the post method pedagogy and learners should be given priority to ensure learner centric classroom.

8.2. Conclusion

Using movies in the classroom can provide opportunities for the teachers and learners to evaluate the medium that they use in their daily life. Movies comprise authentic daily conversations also present parts of real life, and as such, they add fun and involvement to the language classroom. The results of the present study indicated that movies are important tools that can make classrooms entertaining comprising the elements of multiple intelligences. Thus, the teachers can break the monotonous classroom environment by adopting post-method pedagogy and the learners can learn English language in an interesting way. The present study also reveals that the participants in the study, both teachers and learners, have positive attitudes towards the integration of movies in their classrooms in order to improve their English. The study also showed that using movies in EFL classroom could enhance the students' motivation to learn the language. It is worth to note that, selecting appropriate movies for learners is also one of the remarkable factors in terms of reaching the expected objectives. The research confirmed that using movies in English teaching and learning with appropriately designed activities and tasks were not only valuable for the EFL learners, but also, they enhance students' self-motivation, and provided an enjoyable, educational experience for the students.

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APPENDIX- 1

TEACHERS' QUESTIONNAIRE

Part-1: Background Information			
1	Name		
2	Designation		
3	Institute		
4	Gender	<input type="radio"/> Male	Age
		<input type="radio"/> Female	Years
5	Experience as English Teacher		
6	Co-operation with other teachers	<input type="radio"/> Yes <input type="radio"/> No Comment:	
7	Are you Interested in movies?	<input type="radio"/> Yes <input type="radio"/> No Comment:	
8	Are materials available?	<input type="radio"/> Yes <input type="radio"/> No Comment:	
9	Are you Interested in using movies-based material?	<input type="radio"/> Yes <input type="radio"/> No Comment:	

Part-2: The use of movies in EFL classroom in general			
1	Do you use movies in EFL teaching?	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Reason:	
2	You have used the following materials on your EFL class	1. A whole Movie 2. Parts of a movie (DVD) 3. Video clips from movies (youtube) 4. Have not used any	

		Comment:
3	Names of some movies that you used in classroom.	
4	How often you use movies in EFL teaching?	<ol style="list-style-type: none"> 1. Every week Or more 2. A couple of times a month 3. Once a month 4. Every couple of months or more seldom 5. Never
5	Using movies in EFL teaching is too time-consuming and takes time from other teaching.	<ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Do not know 4. Agree 5. Strongly agree
6	It is difficult to find suitable movies	<ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Do not know 4. Agree 5. Strongly agree
7	Finding or coming up with suitable, movie-related assignments is difficult.	<ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Do not know 4. Agree 5. Strongly agree
8	It is difficult to link the movies used in EFL class to the curriculum.	<ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Do not know 4. Agree

		5. Strongly agree
9	You do not have time to plan movie lessons.	1. Strongly disagree 2. Disagree 3. Do not know 4. Agree 5. Strongly agree
10	Movies are just time-fillers in EFL classes.	1. Strongly disagree 2. Disagree 3. Do not know 4. Agree 5. Strongly agree

LEARNERS' QUESTIONNAIRE

Name: _____

Age: _____

Gender: O Male O Female

Institute: _____ Class: _____

1	Do you watch movies?	<input type="radio"/> Yes <input type="radio"/> No
2	Do you Enjoy?	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Comment (why/why not):
3	What kinds of English movies do you like? (You can choose more than one.)	<input type="radio"/> Thriller <input type="radio"/> Comedy <input type="radio"/> War movies <input type="radio"/> Documentary <input type="radio"/> Drama <input type="radio"/> Romance <input type="radio"/> Suspensor

		<ul style="list-style-type: none"> ○ Science Fiction ○ Action movie ○ Animated movie
4	Movies are useful in learning English	<ul style="list-style-type: none"> 1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree
5	You have learnt some English by watching English films	<ul style="list-style-type: none"> 1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree
6	The dialogues in the movie can be used in daily life	<ul style="list-style-type: none"> 1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree
7	Watching movies improve guessing skill	<ul style="list-style-type: none"> 1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree
8	English subtitles in a movie is beneficial in learning English	<ul style="list-style-type: none"> 1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree

9	I am interested in learning English if the teacher uses English films as teaching materials.	1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree
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Comment (if you have any regarding the above-mentioned statements):

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