Teaching English with Movies

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Abstract:

This study looks into the benefits of employing movies as a pedagogical tool in English language teaching programs. The objective is to explore the potential of movies in enhancing English language teaching and gauge some teaching challenges related to using them in English language teaching. A quantitative approach was utilized, employing a questionnaire distributed to English teachers. The aim is to assess their opinions on the integration of movies into instruction and to explore common challenges associated with their use as teaching resources. The study concludes that incorporating movies into EFL instruction can be an effective strategy for enhancing students' language skills and fostering a more engaging learning environment. The findings also suggest that movies provide students with contextualized language input, foster cultural awareness, and stimulate their enthusiasm for learning English. Furthermore, the study recommends two methods for creating movie-based teaching materials: worksheets and interactive video quizzes using the Edpuzzle platform.

Keywords: Innovative approaches, movie segments, instructional media, cognitive processing, cultural sensitivity.

1. Introduction:

In recent years, the use of multimedia materials particularly movies have gained popularity as a pedagogical technique in English language teaching. With their rich audiovisual content, cultural background, and intricate storyline, movies provide a unique opportunity for language learning and cross-cultural understanding (Walay, 2022). Therefore, this study aims to investigate the effectiveness of incorporating movies into EFL lessons.

The use of movies in English language teaching assumes that real language use in context may improve learners' linguistic competence and cultural awareness (Wardhany,2022). Movies offer a plethora of vocabulary, grammatical structures, and cultural nuances that are sometimes difficult to explain through standard language learning tools. Additionally, learners can be engaged on numerous levels mainly by the visual and aural stimuli offered by movies which can result in deeper cognitive processing and better language retention.

Despite widespread recognition of the potential advantages of employing movies in language instruction, there is still a lack of empirical evidence about their efficacy in EFL contexts. In order to bridge this gap, a thorough examination of the effects of movie-based instruction on the language competency, motivation, and cultural competence of EFL learners is carried out.

The findings of this study are expected to contribute to the growing body of research on the integration of movies into language teaching and have implications for EFL educators seeking innovative approaches to enhance their teaching practices. By identifying the specific benefits and challenges of using movies in EFL classrooms, this research aims to provide practical recommendations for educators and curriculum developers aiming to enhance multimedia resources for language learning.

2. Literature review:

The use of movies in English language teaching has been extensively examined in the existing ELT literature. Prior research has emphasized the potential of movies to enhance language learning, especially in the context of English (Tahir, 2015). This is evident in their positive impact on learners, particularly adult learners (Albiladi, Abdeen, & Lincoln, 2018).

Bray (2019) explores the advantages of incorporating movies into language teaching programs and introduces the movie journal method as a means of optimizing language learning. Bray emphasizes that while movies offer rich linguistic and cultural content that can stimulate critical thinking and discussion, their educational value depends on effective teaching strategies and tasks. The movie journal method Bray suggests involves students answering specific questions after watching segments of a movie, encouraging deep reflection and leading to more engaging classroom conversations.

Bray's work stresses the benefits of using movies in language teaching, such as exposure to authentic language and culture, boosting motivation, and the stimulation of thoughtful discussions. Additionally, the study outlines various tasks to maximize the educational potential of movies, including pausing for discussions, close listening exercises, and creating discussion prompts. The movie journal format includes five key questions for students: summary, reaction, prediction, culture, and language. Bray's work provides practical guidance on implementing the movie journal in the classroom, including considerations like the duration of film segments, the use of subtitles, and managing class discussions.

In the same realm Azlan and Rahmat (2018) investigate the use of movies as a teaching resource for language learning. They investigate how movies can enhance English proficiency by combining language learning strategies and Kolb's experiential learning theory. Using a questionnaire, the study examines the influence of movies on students' language learning strategies and experiential learning. The findings suggest that movies can positively impact both aspects, with students showing a strong understanding of social strategies for language learning and abstract conceptualization through movies. The study emphasizes the potential of movies as an effective tool for language learning and suggests further research into their impact across different groups.

In their work Sari and Sugandi (2015) provide a comprehensive overview of the advantages and disadvantages of using English movies in EFL teaching, along with practical solutions for teachers to maximize the benefits and minimize the drawbacks. The authors argue that technological advancements in modern time mandate English teachers to be more creative and innovative in their use of instructional media. They highlight the advantages of using English movies in EFL teaching, such as keeping students interested in learning English, improving listening and speaking skills, expanding vocabulary, and providing authentic language input. However, they also acknowledge some disadvantages, including the time-consuming nature of movies, students' preference for actors over instructional goals and the risk of students imitating negative behaviors from movies. Accordingly, they suggest using short English movies to save time, reminding students of the instructional goals before and after watching movies, controlling students' thinking and imagination, and selecting educational movies with good moral values.

Similarly, Cakir (2006) focuses on the growing significance of integrating technology, particularly video, into foreign language learning. The author highlights the rising use of video in language classrooms due to its effectiveness in supporting communicative techniques and equipping foreign language teachers with insights and practical strategies for leveraging video effectively in their teaching. Cakir emphasizes video's role in enhancing language learning by providing authentic input and engaging students stressing the teacher's fundamental role in creating a conducive learning environment through proficient use of video. The author outlines various practical techniques for incorporating video into language teaching, such as active viewing, freeze framing, silent viewing, and role-play, which aim to actively involve students and improve their language skills.

As far as teaching English in Morocco is concerned, a genuine study about movies in Moroccan EFL classrooms titled "Beyond Movies: Exploring the Content of movies was conducted by Scacco (2007) was conducted. Scacco explores the use of Movies in Moroccan EFL classes reflecting on his personal experience

with implementing "To Kill a Mocking Bird" with Moroccan university students. The author reports that movies can provide a valuable and rich input for English language learning stressing the important of film themes in sparking meaningful discussions that enhance learning. Besides, Scacco put forth that his integration of movies is inspired by a method called "Six Critical Scenes" which was outlined by Elizabeth Mejia providing examples of what happens in the three teaching stages pre-viewing, while-viewing and post-viewing. By and large, Sacacco's endeavor provides a content for the integration of movies in the Moroccan context asserting that Moroccan EFL learners react positively and interact effectively with the integration of movies in EFL classrooms.

3. Cognitive Theory of Multimedia Learning:

Cognitive Theory of Multimedia Learning is a theory proposed by Mayer and Moreno (1999). It seeks to explain how multimedia sources such as videos that combine picture and sound can contribute to learning in general and language learning in particular. Mayer and Moreno (2003) posit that humans have separate channels for processing auditory and visual information. Therefore, learning is possible when both channels engage in the leaning process. According to its proponents, the theory is built on three main assumptions. First, a dual channel: learners process information through two separate channels; an auditorial channel that processes spoken elements such as words and a visual channel that processes pictures and animations. Second, this assumption suggests that each channel has a limited capacity for processing information. When presented with too much information, cognitive overload can occur, leading to decreased learning effectiveness. Third, Active processing: learning is an active process of filtering, selecting and organizing information. Accordingly, Mayer and Moreno propose several principles for designing multimedia presentations to optimize learning. Some of these principles include: Multimedia Principle, Coherence Principle, Contiguity Principle and Modality Principal (Knight 2019).

The Theory of multimodal learning provides a framework for how the brain stores information as illustrated in the figure below (Figure 1). As learners receive Multimedia presentation; words and pictures, the brain creates mental models to help remembering and storing information. The brain has three memory stores: sensory, working and long-term memory. The sensory filters the auditory and the visual data channels. In the working memory learners choose relevant sounds and images and organize them to move to the long-term memory Sorden (2012).
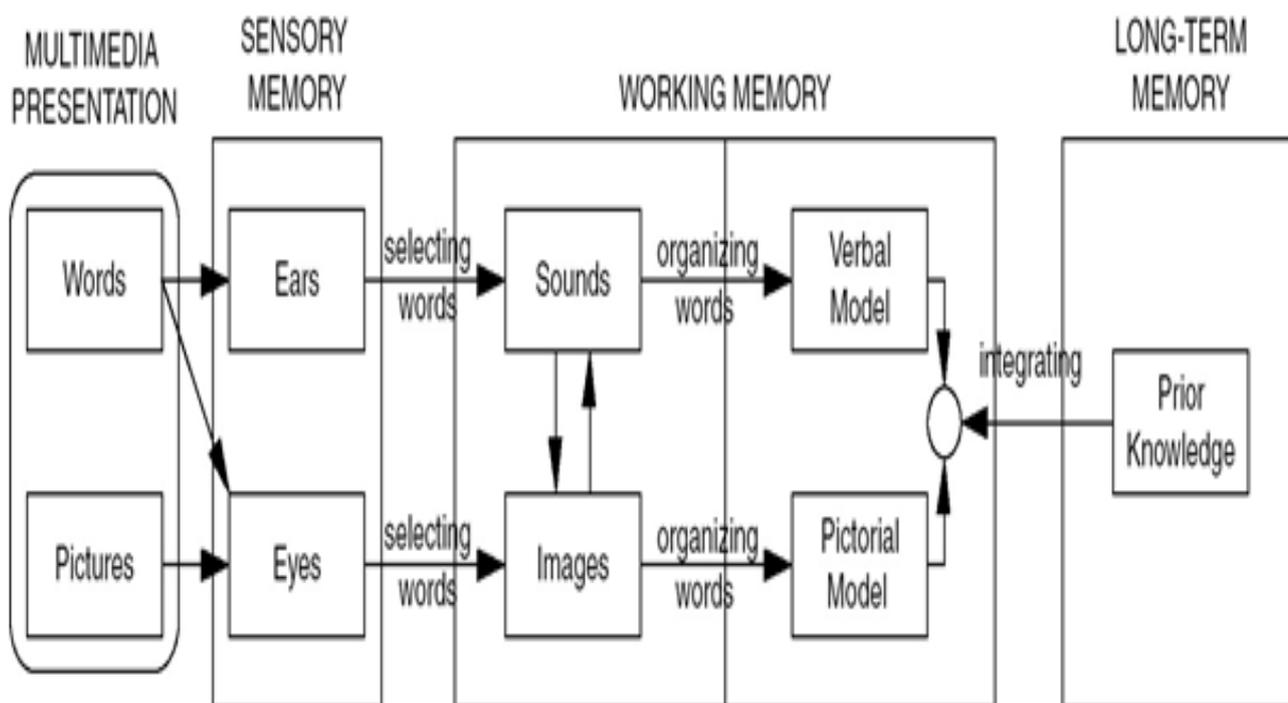

Figure 1: Cognitive theory of Multimedia learning (2003).

Mayer and Moreno's Cognitive Theory of Multimedia Learning can be connected to learning English through movies in several ways. Some of the CTML principals that can inspire English language teaching through movies include: First, Multimedia Principle: When learning English through movies, learners are exposed to both visual (scenes, gestures, facial expressions) and verbal (dialogues, narration) elements. According to the Multimedia P educatorrinciple, presenting information in both visual and verbal formats can enhance learning. This means learners can benefit from the combination of visual and auditory input, which can aid in comprehension and retention of English language structures and vocabulary. Second, Coherence Principle: This means when selecting movies for language learning, educators should choose movies that are relevant to the language learning objectives and avoid those with excessive or irrelevant content that may distract from the language learning process. Third, Contiguity Principle: This principal suggests that subtitles or captions are synchronized with the spoken dialogue, providing learners with a clear connection between the visual and verbal elements of the language. Finally, Modality Principle: using audio-visual materials that provide both auditory (dialogues, sound effects) and visual (scenes, gestures) cues to reinforce language learning.

4. Methodology:

4.1 Research approach:

This paper adopts a quantitative research approach, focusing on the collection and analysis of numerical data. The primary method of data collection employed in this study is a survey, which allows for the systematic gathering of information from participants. The use of quantitative data enables the application of descriptive statistics and frequency analysis to gain insights into the distribution and patterns within the data. These statistical techniques are valuable for summarizing and interpreting the survey responses, providing a comprehensive understanding of the research variables.

4.2 Research questions:

The objective of this research is to critically address the three research questions:

1. What are EFL teachers' opinions on using movies for teaching English language and promoting cultural understanding?

2. Is there any significant difference between male and female teachers in terms of movies use in EFL classrooms?

3. What are the perceived benefits and challenges of using movies in EFL teaching?

4.3 Data Collection Instrument – Questionnaire:

Since the research objective is to get a deeper understanding of teachers' perspectives regarding using movies as a teaching resource and to identify common challenges, A 5-point Likert scale questionnaire (see appendix 1) was designed and employed to collect data to address the research questions. The questionnaire is made of four sections. The first section seeks to collect general information about the participants including gender, age, educational qualification and teaching experience. The second section of the questionnaire is made up of four items; questions 5 through 8 and seeks to get insights into respondents' attitudes towards the use of movies in the EFL classrooms. The third section is made of four items and probes benefits of using movies in the classroom. The last section of the questionnaire which is made of four items investigates the common challenges underpinning the integration of movies in EFL classrooms. The questionnaire was administered electronically so as to reach participants of different profiles.

4.4 Reliability:

Cronbach's Alpha coefficient for the current questionnaire which consists of 12 items is 0,611. This coefficient indicated in the table below (Table 1) suggests moderate internal consistency reliability for the instrument. This Cronbach's Alpha coefficient of 0.611 can be illustrated by the number of items which is 12 in addition to the four items of general information.

Table 1: Reliability test for the questionnaire

Reliability Statistics	
Cronbach's Alpha	N of Items
,611	12

4.5 Participants and sampling:

This study involved teachers from all age groups. Most participants (80%) are between 25 and 44 years old, but also junior and veteran teachers were surveyed. This diversity is crucial as it

shows how age influences teachers' decisions and choices about using movies in teaching. While there's a stereotype that younger teachers are more likely to use innovative teaching methods, including technology, the study aims to explore this assumption further.
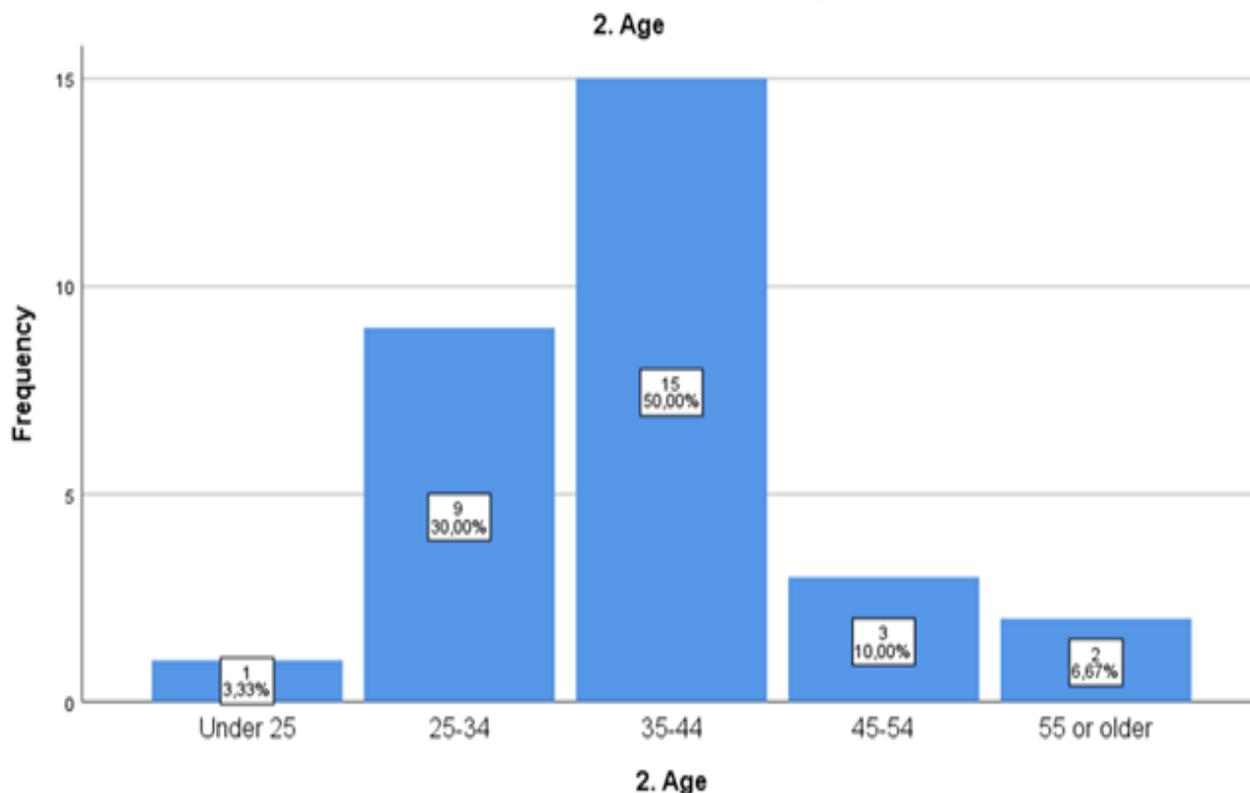

Figure 2: Participant's age categories

Regarding the teaching experience of respondents, the survey reveals that the majority of the 30 respondents have extensive teaching experience, with 18 (60%) reporting more than 10 years of experience. In contrast, 7 (23.3%) respondents have 1-5 years of teaching experience, and 5 (16.7%) respondents have 6-10 years of teaching experience. This distribution suggests that the survey sample primarily consists of experienced teachers, with a smaller proportion having relatively fewer years of teaching experience.
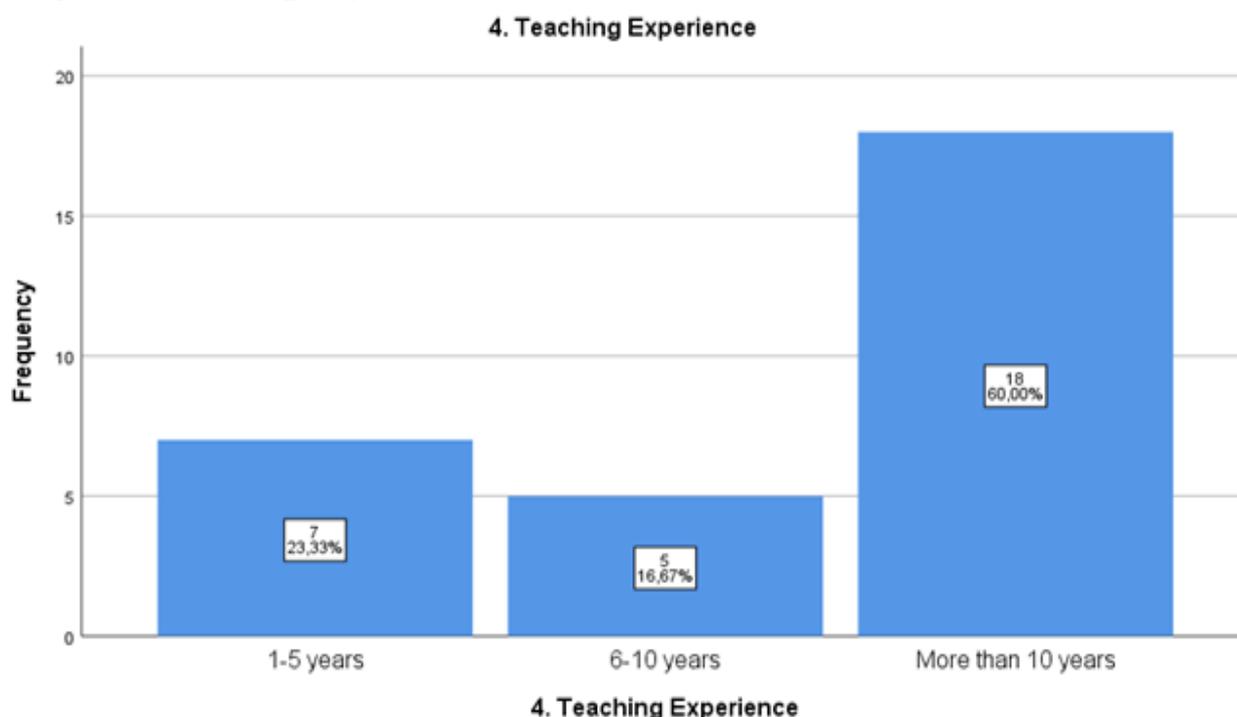

Figure 3: Participants' teaching experience

As participants of this study are reached conveniently, the convenient sampling is used as teachers are recruited based on their availability and readiness to take part in the study. Generally, this sampling technique is the most feasible given the fact that findings will stand as preliminary that would pave the way for large scale research.

5. Results:

Results from the study reveal a very positive attitude towards the use movies in EFL classrooms. The output from the questionnaire as will be further explored indicates that teachers are more into adopting this teaching techniques in their classrooms. This is because movies, when implemented systematically, enhance the quality of the language learning process.

5.1 Merits of integrating movies in EFL education:

The descriptive statistics provide valuable insights into how respondents perceive the benefits of using movies in EFL classrooms. On average,

respondents indicated strong agreement with the statements presented. They rated movies as highly effective in improving students' motivation to learn English, with a mean score of 4.20 and somehow low standard deviation of 0.887, indicating a consistent positive perception. Similarly, respondents believe that movies help students retain language better than traditional methods, with a mean score of 4.07 and a standard deviation of 0.868, suggesting a high level of agreement with this statement. Moreover, respondents expressed a belief in the positive impact of movies on students' overall language proficiency, as indicated by a mean score of 4.10, though with a slightly higher standard deviation of 0.995, indicating more variability in responses. Finally, respondents strongly agreed that movies are valuable for exposing students to authentic language use, with the highest mean score of 4.37 and a low standard deviation of 0.850, suggesting a high level of consensus among respondents regarding this aspect.

Table 2: Descriptive Statistics - Benefits of using movies in EFL classrooms

Descriptive Statistics - Benefits of using movies in EFL classrooms					
	N	Min	Max	Mean	Std. Deviation
9. Movies improve students' motivation to learn English in my classes.	30	1	5	4,20	,887
10. Movies help students retain language better than traditional methods.	30	1	5	4,07	,868
11. I believe that using movies improves students' overall language proficiency.	30	1	5	4,10	,995
12. Movies are valuable for exposing students to authentic language use.	30	1	5	4,37	,850
Valid N (listwise)	30				

Generally, these findings suggest that respondents perceive movies as highly beneficial in EFL classrooms, particularly in terms of motivation, retention, overall proficiency, and exposure to authentic language use.

5.2 Issues of incorporating movies in EFL learning:

The descriptive statistics for the challenges of using movies in EFL classrooms provide valuable insights into the difficulties faced by respondents. On average, respondents indicate that they find it to some extent challenging to find appropriate movies for different proficiency levels, with a mean score of 3.93 and a standard deviation of

1.015, suggesting variability in responses. Additionally, respondents reported facing moderate difficulties in managing classroom time when using movies for EFL teaching, as indicated by a mean score of 3.43 and a higher standard deviation of 1.223, indicating variability in experiences. Furthermore, respondents encounter moderate technical challenges when using movies in their EFL classes, with a mean score of 3.57 and a standard deviation of 1.135, suggesting variability in the extent of technical issues experienced. However, respondents strongly agreed that they have not received adequate training on how to effectively use movies in EFL teaching, as indicated by the highest mean score of 4.53 and a low standard deviation of 0.571, suggesting a high level of consensus among respondents regarding this challenge.

Table 3: Descriptive Statistics – Issues with using movies in EFL classrooms

Descriptive Statistics – Issues with using movies in EFL classrooms					
	N	Min	Max	Mean	Std. Deviation
13. I find it challenging to find appropriate movies for different proficiency levels.	30	1	5	3,93	1,015
14. I face difficulties in managing classroom time when using movies for EFL teaching	30	1	5	3,43	1,223
15. I encounter technical challenges when using movies in my EFL classes.	30	1	5	3,57	1,135
16. I have not received adequate training on how to effectively use movies in EFL teaching.	30	3	5	4,53	,571
Valid N (listwise)	30				

In brief, these findings suggest that while respondents encounter challenges related to finding appropriate movies, managing classroom time, and technical issues, the lack of adequate training stands out as a significant concern in using movies in EFL classrooms.

5.3 Gender disparities in the integration of movies in EFL classrooms:

In order to spot any differences in the use of this teaching technique among male and female teachers of English, an independent sample t-test was run. Results of the Independent sample t-test comparing male and female respondents suggest that there is no significant difference between the groups in terms of their use of movies in EFL classrooms. This is because the Levene's test for equality of variances indicates that the assumption of equal variances between the groups is met since the p-value (0.108) is greater than 0.05. The t-test for equality of means reveals that there is no statistically significant difference between the mean responses of the two groups, with p-values of 0.248 and 0.227 for equal and unequal variances assumed. This suggests that the surveyed male and female teachers of English tend to show similarity in opinions and attitudes regarding the integration of movies as part of their teaching syllabi.

Table 4: Attitudes Towards Integrating Movies in EFL Teaching among male & female teachers.

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
I regularly use movies as part of my EFL teaching.	Equal variances assumed	2,764	,108	-1,180	28	,248	-,611	,518	-1,672	,450
	Equal variances not assumed			-1,236	27,022	,227	-,611	,494	-1,625	,403

The collected data has contributed to addressing two key research questions for this study. Firstly, the results indicate that English teachers generally exhibit a positive attitude towards incorporating movies into their teaching practices. Secondly, the t-test findings demonstrate that there is no statistically significant difference between male and female teachers in their attitudes towards integrating movies into the teaching syllabus

6. Discussion:

6.1 The Benefits of Integrating Drama and Movies in ESL Learning:

The use of movies in English as a Foreign Language (EFL) classrooms provides students with numerous linguistic benefits. In alignment with Bray (2019), movies expose students to authentic language use, such as colloquial English and idiomatic expressions, which are necessary for comprehending real-life discussions. Movies also help with the development of pragmatic skills by showcasing how language is utilized in various social settings. Furthermore, they improve vocabulary learning by presenting new words in context, making it easier for students to remember and use them. Furthermore, movies improve listening skills as students must understand dialogue and narrative without the aid of written text. As a result, learners may model their speech after native speakers, which helps them speak and pronounce more clearly.

In addition to linguistic benefits, using movies in English as a Foreign Language (EFL) programs fosters cultural understanding and intercultural competency in students Hu, Sun & Li (2017). Through the exposure to other cultural settings and views, movies assist students in appreciating variety and cultivating understanding others. Moreover, the cooperative activity of seeing and debating movies in class may foster a feeling of community among students by encouraging respect and a sense of belonging. In addition to fostering an inclusive learning environment, this strategy promotes tolerance and inclusion by teaching students to interact with views and beliefs that may be different from their own.

Incorporating movies into English as a Foreign Language (EFL) instruction fosters interdisciplinary learning by connecting language learning to other subject areas. By encouraging students to draw connections between different subjects, this technique improves their comprehension of language and other academic subjects. Additionally, the use of movies can contribute to stress reduction in the classroom environment, providing a welcome break from traditional learning methods and offering a more relaxed atmosphere for language acquisition. Additionally, because they offer visually

interesting and memorable learning experiences, movies are an effective tool for inspiring and involving learners. By actively engaging with movie material, students engage in active learning, which can lead to a better grasp and retention of language skills and cultural knowledge.

6.2 EFL Movies Selection Criteria:

A number of factors need to be taken into account when selecting a movie to watch in an English as a Foreign Language (EFL) classroom in order to make sure that it is appropriate. First, choosing a movie requires careful consideration of cultural sensitivity and relevance. This means, it must be in line with the students' cultural backgrounds and values. This ensures that the content is relevant and meaningful, leading to a better grasp of both the language and the culture. Second, the movie's language level must correspond with the students' capacities. It should be sufficiently challenging to keep learners interested. It should be neither too hard nor too simple.

Furthermore, an instructional movie should include visual aids, such as subtitles, to enhance comprehension, especially for visual learners. To further enhance the learning process, it needs to include instructional themes that are pertinent to the syllabus and learning goals. The duration and pace of the movie have to align with the students' learning objectives and attention spans, ensuring long-term involvement. In order to reinforce language learning in an appropriate environment, the movie's content should also closely correspond to the lesson's or course's learning objectives. It is a useful tool for language learning because of its cinematic aspect, which includes plot and production characteristics, which can affect students' enjoyment and engagement.

6.3 Common challenges to integrating movies into EFL classrooms:

Integrating drama into English Language Teaching (ELT) can be challenging due to various factors that impact its effectiveness in the classroom. First, the level of language used in dramatic activities must be carefully considered to ensure that it aligns with the proficiency level of the students. This is crucial for comprehension and engagement, as language that is too complex or too simple may hinder learning. Secondly, time constraints can limit the extent to which drama can be incorporated into the curriculum, especially in contexts where there is pressure to cover a specific syllabus within a limited timeframe

Sugandi (2015). Thirdly, cognitive overload can occur if the dramatic activities are too demanding or complex for the students, leading to difficulties in processing information and learning effectively.

Ethical considerations also play a role, as certain dramatic content may raise sensitive issues or cultural concerns that need to be approached with care and sensitivity. Additionally, limited interactivity in some dramatic activities may hinder student engagement and participation, impacting the effectiveness of the teaching method. Furthermore, the lack of subtitles or transcripts for dramatic materials can pose challenges for students who rely on these aids for comprehension. Inappropriate content in dramatic materials, such as themes or language that may not be suitable for the classroom environment or the age group of the students, can also be a significant challenge. Lastly, language interference, where students' native language interferes with their learning of English, can affect how they understand and engage with dramatic activities in the ELT classroom.

7 Recommendations:

Similar to Bray (2019) and Scacco (2007) who recommended "The Movie Journal Method" and "Six Critical Scenes" respectively, this study recommends how to design two interactive teaching resources; a movie-based worksheet and an interactive video lesson.

7.1 Movie-based Lesson plan and teaching activities:

Designing an effective lesson plan for a movie requires sticking thoroughly to some key steps. Primarily, a good lesson plan outlines clearly the objectives ensuring that the teacher is aware of the intended outcomes. These objectives mostly include improving listening skills, expanding vocabulary, and gaining cultural insights. Besides, the lesson plan should adhere to the steps discussed below:

The pre-viewing activities aim to prepare students for the movie by activating their prior knowledge, previewing relevant vocabulary, and encouraging them to make predictions about the content. These activities serve to spark students' interest, establish a context for learning, and provide a foundation for understanding the movie's themes and language.

During the viewing activities, students engage in the initial viewing of the movie to grasp the

overall plot and characters. They are encouraged to take notes and focus on specific details during a second, more focused viewing. This approach helps students develop their listening skills by actively engaging with the movie content and trains them to pay attention to specific language and cultural elements.

The post-viewing activities involve a discussion about the movie, where students can share their thoughts and interpretations. This discussion fosters critical thinking and allows students to express their opinions while also promoting cultural understanding. Additionally, the analysis and language activities provide opportunities for students to delve deeper into the language and cultural aspects of the movie, further enhancing their learning. Finally, the extension activities offer students the chance to apply their acquired knowledge and skills in creative and practical ways, reinforcing their understanding of the movie's themes and language.

Some teaching activities encompass a wide range of vocabulary and comprehension exercises, as well as tasks that promote discussion, analysis, and language skills practice. Vocabulary exercises include word matching, contextual usage, and word association, which help students expand their vocabulary and understand words in different contexts. Comprehension activities, such as true/false statements, sequencing, and summarizing, encourage students to engage critically with the material and demonstrate their understanding. Discussion and analysis tasks, such as character analysis and theme exploration, foster deeper comprehension and critical thinking. Language skills practice involves listening comprehension, speaking practice, and writing practice, which are essential for developing well-rounded language abilities. Additionally, project work, including poster design, sequel writing, interviews, and dramatization, provides opportunities for students to apply their language skills creatively and collaboratively.

7.2 Edpuzzle:

Edpuzzle is an interactive platform that allows teachers to create engaging video lessons for their students. Teachers can use Edpuzzle (Scan the QR code, appendix 2) to upload videos or select from a library of educational videos, which they can be customized by adding questions, audio notes, and comments at specific points in the video. This interactive approach enables teachers to assess students' understanding of the content in real-time as they watch the video.
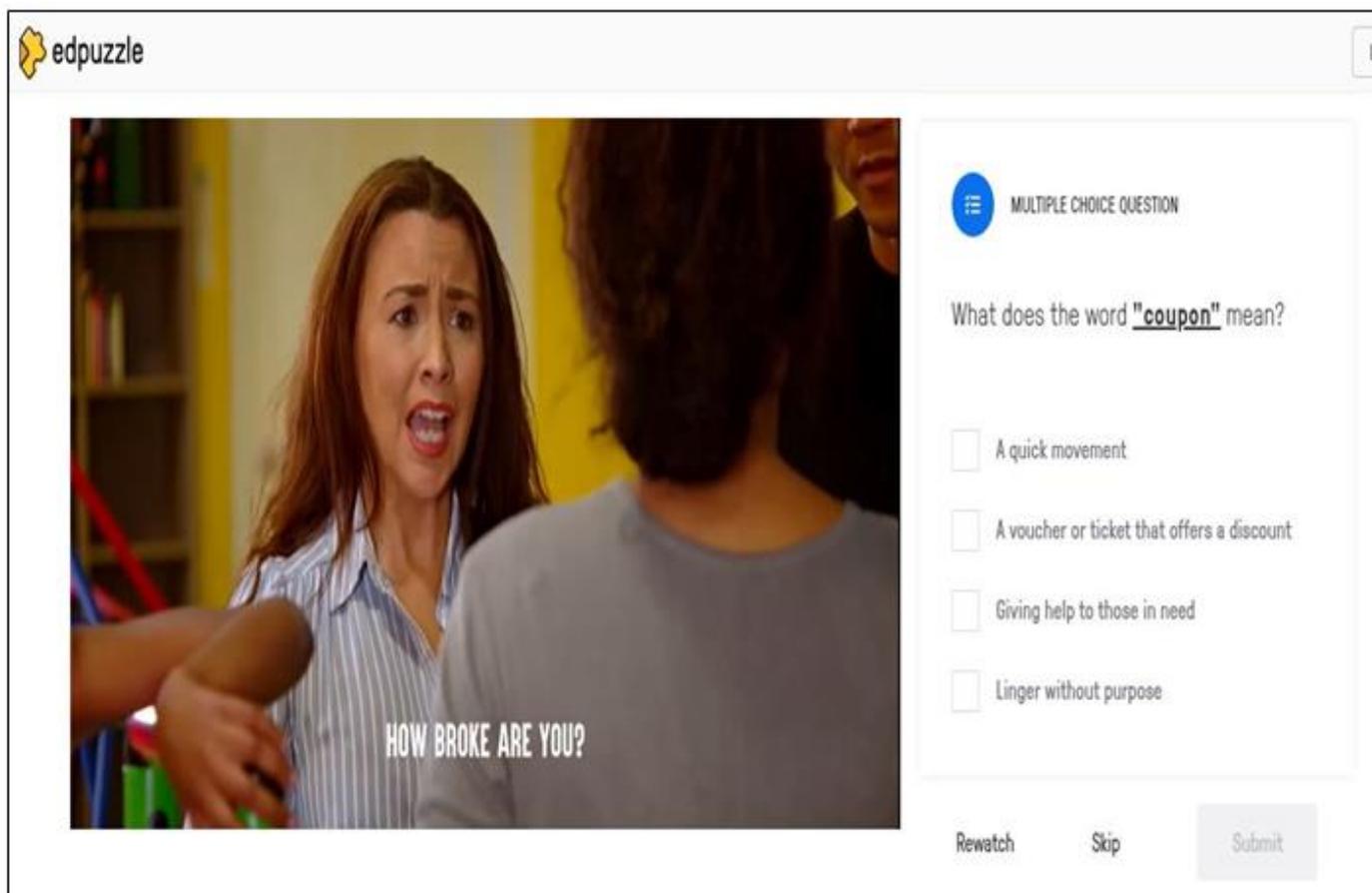

Figure 4: A short movie transformed into an interactive video with Edpuzzle

Teachers can use Edpuzzle to create interactive video lessons based on movie clips or full-length movies, allowing them to incorporate multimedia content into their teaching in a more engaging and interactive way. This approach not only enhances students' understanding of the movie's content but also provides opportunities for assessment and feedback in real-time as students engage with the material.

For example, teachers can use Edpuzzle to upload a movie trailer and add questions throughout the video to gauge students' comprehension or opinions about the movie. They can also use the platform to assign specific scenes from a movie and create interactive activities that require students to analyze the dialogue, themes, or characters. This approach not only enhances students' engagement with the movie but also encourages critical thinking and deeper understanding of the content.

Furthermore, Edpuzzle's integration with learning management systems like Google Classroom makes it easy for teachers to assign movie-related video lessons and track students' progress. This integration streamlines the process of incorporating movies into classroom instruction and allows for more efficient management of assignments and assessments related to movie-based lessons

8. Conculsion:

This study sheds insight on the efficiency of incorporating movies into English as a Foreign Language (EFL) programs. The study shows that students' language proficiency, cultural awareness, and motivation to learn English may all be considerably improved by employing movies as a teaching method. Movies contribute to a more immersive learning environment that is consistent with the communicative approach to language instruction by delivering realistic and contextually rich language input. Additionally, the visual and auditory components of movies stimulate students' interest and involvement, improving the efficacy and joy of learning a language.

The study provides practical insights for teachers wishing to include movies into their EFL curriculum, as well as tips for creating movie-based teaching resources like as worksheets and interactive video quizzes on platforms such as Edpuzzle. These techniques not only enhance the effectiveness of movie-based lessons but also

cater to diverse learning styles, promoting a more inclusive and dynamic learning environment.

As technology continues to spread, the integration of movies into EFL instruction holds great promise for the future of language learning. With careful selection and incorporation into lesson plans, movies can serve as powerful tools for facilitating language learning and fostering intercultural competence. Generally, this study stresses the potential of movies as a valuable resource for EFL teachers.

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Appendix 1 (Questionnaire)
Teaching English with Movies
Dear teachers,

We kindly invite you to participate in this survey, which was designed to gather data on English teachers' perceptions regarding the integration of movies into teaching syllabi. Your participation in this study will undoubtedly contribute to advancing practical research on teaching English as a Foreign Language.

Section 1: General information
1. Gender
- Male
- Female

2. Age
- Under 25
- 25-34
- 35-44
- 45-54
- 55 or older

3. Educational Qualifications
- Bachelor's degree
- Master's degree
- PhD or other advanced degree

4. Teaching Experience
- Less than 1 year
- 1-5 years
- 6-10 years
- More than 10 years

Section 2: Use of Movies in EFL teaching
5. I have a good understanding of how to integrate movies into my EFL teaching.
- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

6. I feel confident in selecting appropriate movies for EFL teaching purposes.
- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

7. I believe that using movies enhances students' interest in learning English.
- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

8. I regularly use movies as part of my EFL teaching.
- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

Section 3: Benifits of using movies in EFL classrooms
9. Movies improve students' motivation to learn English in my classes.
- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

10. Movies help students retain language better than traditional methods.
- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

11. I believe that using movies improves students' overall language proficiency.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

12. Movies are valuable for exposing students to authentic language use.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

Section 4 Section 4: Challenges of using movies in EFL classrooms

13. I find it challenging to find appropriate movies for different proficiency levels.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

14. I face difficulties in managing classroom time when using movies for EFL teaching

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

15. I encounter technical challenges when using movies in my EFL classes.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

16. I have not received adequate training on how to effectively use movies in EFL teaching.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

Thank you very much

Appendix 2: Movie-based teaching materials for EFL Classrooms classroom

1. **List of interesting websites for teaching with movies.**

2. **An interactive video design website. (Edpuzzle)**