MOVIEOKE IN LANGUAGE LEARNING CLASSES

Yeliz Yazici[i]
orcid.org/0000-0001-8277-9246
Instructor,
Sinop University,
Turkey

Abstract:

Movies in language teaching are not new elements of teaching and learning classes. They have been preferred for many reasons such as being authentic, interactive and effective. There are studies examining how to develop language skills especially for reading skills (Wetzel, Radtke & Stern 1994; Opat 2008) and listening skills (İsmaili 2012). In this study, movies are used to teach English language in foreign language (EFL) lessons in Sinop University. In order to achieve this, movieoke method (Chicago Movieoke, 2014) was used in 10 freshmen students in Sinop University. At first the movieoke method was introduced to students in lessons by the teacher as a warm-up activity. The next step is to present the subject by the help of the method and then students are asked to produce their own movieokes in video formats. The research method is both qualitative and quantitative. For the qualitative data students are applied an attitude form and for the quantitative data the tasks of the students are evaluated according to the CEFR criteria. In this study it is aimed to find answers for the effect of movieokes on language learning. The attitude of the students towards using movieoke for language learning is tried to define by applying an attitude questionnaire. The gathered data is analyzed using SPSS program and the results show that movieoke helps students to develop their receptive and productive skills. They have a positive attitude towards using movieoke and it is seen that male students have statistically significant results more than female students have.

Keywords: movieoke, language learning, language skills

1. Introduction

To learn and to experience are argued as two different segments of learning and acquiring the knowledge. It can be said that every experience is unique to a person as in the knowledge argument in Mary`s Room (Nida-Rümelin, 2017). Mary is a girl grown up in

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[i] Correspondence: email yaziciyeliz@gmail.com

a room only black and white and one day on the screen she saw the color 'red' in the picture of red apple and this is the first knowledge and acquirement of the color 'red'. From this moment on Mary has the knowledge and the concept of the color, this means he has a reference, quality in the color concept. "Qualia" is the word to define the unique experience for each and every person. In this concept of the study 'qualia' can be equal to the movieoke experience of the participants. Movies have been used for many years in teaching learning process at every step and for different purposes (Stoller, 1988). At first the videotapes and VCRs were preferred and along with the technological developments, it can be said films, advertisements, music videos, boomerangs and etc. were adapted into the language classes in terms of learning teaching materials.

Both teachers, students and practitioners choose films because of numerous reasons such as: the videos enable visual support for learning and teaching (Suvorov, 2008). The unique input helps students to understand easily. It bonds the tradition and the real world in an authentic way of learning (Ruusunen, 2011). The films have been used as a material and technique in language classrooms. In this study the films are used as a way of production the language and it is a similar way to karaoke. The first acts of movieoke are in Chicago Movieoke (Chicago Movieoke 2000). It ıs an event where people gather and acted the selected scenes from movie clips. This activity has no purposes of teaching a language, but it opens a new way for teaching language in classes. It is a new material for the language classes in pre-intermediate classes. It can be seen that the receptive and productive skills are used in a movieoke exercise. The participants both listen, read and speak the target language.

In this study the following research questions are tried to be answered:
1. Is there a difference between pre and post scores of the participants in term of overall language skills?
2. Is there a difference between pre and post scores of the male and female participants in terms of sub-skills?
3. What are the attitudes of participants towards movieoke in classroom?

2. Literature Review

When the literature is examined, it is seen that there are studies researching and evaluating the effect of movies, videos, songs on language in general and also on language skills. Mirvan (2013, p. 62-66) conducted a research on the advantages of film usage to increase the reading skills of students in EFL classrooms. There were controlling groups and experiment groups in the research and two films were studied throughout the application. The control group was applied the conventional method in a written version of the films and the experiment group was applied the films and they were asked to answer the pre-watching, while-watching and after-watching questions while the control group did the same for the written form. The research aims to define the perceptions of the students towards using films, whether the films are helpful or not and the advantages and disadvantages were tried to define, also. The research paper concluded that students believe that films are beneficial as a teaching material, but they

were neutral about the effect of films on their language performances. The majority of the students agree that the films helped them to learn words.

Another study was carried at South East European University by İsmaili (2013, p. 121-134) to develop and analyze the movies in developing language competence and performance in academic setting. The research paper also aims to examine whether the movies create a bond between the language and learning skills. The participants of the study were undergraduate students between the ages of 18-25 and pre-intermediate and intermediate level of English. A questionnaire was applied to measure the attitude towards the usage of movies. It is tried to find the answers for the research questions like what the students `perceptions are towards using movies in EFL classroom and whether it is effective or not on the reading and listening skills. The students have positive attitudes and they think the movies can develop their reading and listening skills if the movies are to be used as a teaching material.

A qualitative study conducted by Tsai (2009, p. 1-28) to examine the learning process by applying subtitles both in Chinese (L1) and English (L2). The study examines the effect of movies on vocabulary learning, listening comprehension, pronunciation and oral abilities. The participants were divided into two groups and the groups had homogeneity. The proficiency levels of the students were lower-intermediate. The learners were asked open-ended questions and the answers showed that they thought the movies with L2 subtitles are more beneficial than the one with L1 subtitles. The students mentioned that when the subtitles are in Chinese the students can learn more words as a positive outcome and they also mentioned as a negative outcome that they couldn't spell.

İşcan and Delen (2017, p. 87-101) conducted a study to investigate the effect of movies in teaching the culture of the target language. They carried their study on Turkish language learners in Gaziosmanpaşa University. The study was a descriptive one and the students `responses were evaluated using document review technic. The study showed that when the students were guided by the teachers, they learnt more efficiently rather than using the films in learning the cultural context of the target language. Another study carried by Seferoğlu (2008, p. 1-9) to find learners` perspectives on using films on speaking classes of EFL learners. The participants were 29 students at total. The students agreed that films enable them to negotiate the meaning, being familiar to the real-life contexts and movies expose them to a wide variety of vocabulary. It is concluded that movies are effective not only in learning but also in pedagogical aspects. Kabooha (2016, p. 248-257) studied the attitudes of EFL learners and teachers towards using movies integrated in classroom process. Fifty female students attended to the study and the research carried as semi-structured interviews and questionnaires. In addition, teachers` reflective journals were used to analyze. The results show that both students and teachers have a positive attitude towards integrating the movies into classroom process. They believe that movies help them to improve the language skills. The studies show that while integrating movies into lessons especially with the aims of developing the listening and speaking skills it is important to adapt the material to prevent the overload the students' minds (Dikilitaş ve Duvenci 2009) (Brown 2010). The Movieoke method give this chance

not only to teachers but also to the students and it is a kind of liberating act for the ELT methods.

3. Material and Methods

3.1. Participants

The participants of the study were 10 EFL students from Sinop University Radio and Television program. Their ages range from 19-25. The 6 of the participants were male and 4 of them were female students. Their level of language in CEFR criteria was A1 and it means they can introduce themselves and others, and they can ask and answer questions about personal details. At listening skill, they can recognize familiar words, for reading skill they can understand very simple sentences and for speaking skill they are able to use simple phrases and sentences. In this research the participants did not scored in writing skill because the movieoke technic does not include writing practice.

3.2. Data Collection Instruments

Common European Framework of References for Languages (CEFR) structured overview of all CEFR scales is used for the research (Counseil de L'Europe, 2001). The CEFR was prepared by the Counseil de L'Europe to define and group the language levels in a user and skill level. It consists of three major reference levels in global scale as basic user, independent user and proficient user. Each of the levels are divided into two and are defined in terms of ability and skills (A1-A2, B1-B2, and C1-C2). At A1 level user is familiar with every day expressions and phrases. At A2 level user can understand sentences and frequently used expressions. At B1 level user is able to deal with the situations while travelling or at work. At B2 level user can understand the main ideas of complex text on both concrete and abstract topics. C1 level user can understand a wide range of demanding text and recognize implicit meanings. C2 level user is able to summarize information from different sources.

The participants were applied a language skill scale prepared by the researcher according to the CEFR criteria. The participant was evaluated as the CEFR criteria and scored from 1 (very bad) to 5 (Very Good) for his reading, listening and speaking skills. Also, an attitude questionnaire was applied to the participants and their attitude towards using movieoke in EFL classes. The attitude questionnaire aims to define participants' general ideas on the application, and the way they feel while using movieoke.

3.3. Data Analysis

The data collected from the participants were analyzed using SPSS program. The participants 'scores were compared as pre-scores and post-scores. The scores were evaluated in SPSS 21 program using paired-sample t-test. The descriptive analysis was also carried with the related data. The data were applied Shapiro-Wilk test for normality, and it was found that there are both normal and non-normal distribution in the male and female groups. That's why paired-samples t-test was applied for parametric results and Wilcoxon signed ranks applied for non-parametric results (Kul, 2014).

3.4 Procedures

Movieoke was first introduced to the participants in the related subject in the lesson flow. Then the participants were asked to volunteer to be involved in such a study. The volunteers are evaluated by three language instructors in terms of speaking, reading and listening. They were asked to perform the given subtitled movie clips prepared by the researcher. Then the participants were applied to movieoke for four weeks at total. Each of the weeks the movieoke exercise were carried. The first week participants were given the movie clips and asked for preparation for the exercise such as studying the pronunciation, meanings acting etc. by this way it was aimed to familiarize the students to the concept of movieoke. The second week they were asked to make groups to perform the subtitles and being in a group is a way to make them feel less stressful while performing movieoke. For the third week they were asked to perform by themselves alone and this time they were not given the movie clips, but they chose their own clips and prepare them for the movieoke exercise. For the fourth week they were asked to act out and record their own movieokes. After all of these processes the students were evaluated by their movieoke performances again by the same language instructors. After all of these processes the students were asked to write their experiences and reflect their opinions on movieoke in learning language.

4. Results and Discussion

The normality test was applied to the data and it is seen that the two subskills don't have normal distribution while the overall scores and one sub-skill have. The descriptive and the normality test results were given in Table 1. When the results for the male participants are examined, it is seen that the minimum scores at pre-reading, listening and speaking parts are '1'. The maximum score for pre-reading and pre- listening is '3' and on the other hand pre- speaking scores of the participants '2'. The female participants score at pre-reading and speaking is '2' while at pre-listening the score is '3'. At pre-reading step the male participants get higher scores than the female participants.

Table 1: Descriptive and Normality Tests

Gender		N (10)	Min	Max	Mean	St. Dev.	Shapiro-Wilk Statistics	df	Sig.
Male	Pre-reading	6	1	3	2	.89	.853	6	.167
	Pre-speaking	6	1	2	1,8	.40	.496	6	.000
	Pre-listening	6	1	3	2	.89	.853	6	.167
	Overall	6	1,33	2,67	1,94	.57	.886	6	.064
Female	Pre-reading	4	1	2	1,7	.50	.866	4	.212
	Pre-speaking	4	1	2	1,5	.57	.729	4	.024
	Pre-listening	4	1	3	2	.81	.945	4	.683
	Overall	4	1	2,33	1,66	.54	.945	4	.683

If the significant level value of the Shapiro-Wilk test is significantly smaller than 1 then it is accepted that the data is a non-normal data and non-parametric tests are applied (Hanusz, Tarasinska, & Zielinski, 2016). Hanusz et al. (2016) also stated the meaningful value number for the 10 participant sample size is .05. Non-parametric tests are also preferred if the test result is significant (Ghasemi & Zahediasl, 2012). That's why for the data of pre-speaking skills of male and female participants, non-parametric tests were chosen and for the rest of the data parametric tests were applied.

4.1 Results related to the 1st research question

The first research question was to define the difference of the pre and post scores of the participants. The related data is given in Table 2. The mean scores of the pre-test is equal to 1.83 and the post test scores are equal to 2.90. It can be said that the performance of the participants after the application is better than the previous situation.

Table 2: Comparison of Pre and Post Scores

	N	M	SD	t	df	p
The pre-test overall scores	10	1.83	.54	-8.913	9	.00
The post-test overall scores	10	2.90	.49			

It can be seen from the table that there is a significant difference between pre and post test scores of the participants. The table shows that for the overall scores the participants show a statistically meaningful value (p=.00; p<.05).

4.2 Results related to the 2nd research question

The second research question was to discover the difference between the pre and post scores of the male and female participants. The related data of reading and listening skills were given in Table 3. The results for two gender groups are higher than the previous situation and the mean scores of the participants are proof of this situation. At all skills the participants get higher scores but the increase at the score of the reading skills of female participants is the highest one.

Table 3: Comparison of Scores in Terms of Gender

			M	SD	t	df	p
Male (N=6)	**Reading Skill**	pre-test	2	.89	-7.90	5	.00
		post test	2,5	.98			
	Listening Skills	pre-test	2	.89	-2.44	5	.05
		post test	2,5	.40			
Female (N=4)	**Reading Skill**	pre-test	1.7	.50	-1.56	3	.21
		post test	2.5	.57			
	Listening Skills	pre-test	2	.81	-1.73	3	.18
		post test	2.5	.57			

The Table 3 shows that male participants have meaningful values for reading skills at .00 level (p=.00; p<.05). It is also meaningful for the listening skills of male participants as the value equal to .05 (p=.05). Although when the scores of the female participants showed

that there is not any statistically meaningful result for both reading (p=.21; p>.05) and listening skills (p=.18; p>.05).

The reading and listening skills have parametric features that's why the related analysis is given in a separate table. The analysis of speaking skills and its data is given in Table 4. The results at Table 4 show that male participants pre and post scores increased for five of the participants while only one participant got the same score. The female participants on the other hand increased their scores and they also had better mean scores when compared to pre-test scores.

Table 4: Comparison of Speaking Scores in Terms of Gender

Gender			N	Mean Rank	Sum of Ranks	Z	p
Male	post speaking - prespeaking	Negative Ranks	0	0	0	-2.07	.03
		Positive Ranks	5	3	15		
		Ties	1				
		Total	6				
Female	post speaking - prespeaking	Negative Ranks	0	0	0	-1.85	.06
		Positive Ranks	4	2,5	10		
		Ties	0				
		Total	4				

It can be seen from the table that when speaking scores are evaluated there is an increase at male students mean ranks with one same score after the movieoke process. The meaningfulness value is smaller than .05 then it also can be said that the target technic is effective. While for the female participants the same value is bigger than .05 then it is considered as not meaningful in spite of there is increase in their speaking scores.

4.3 Results related to the 3rd research question

The movieoke technic was applied as introducing, understanding and practicing steps. After these steps the participants were asked to write their opinions for the movieoke practice. They mentioned that at first the process did not seem so easy and fun but as the weeks have proceeded, they got enjoyed more. One of the participants wrote *"It was hard to know what to say when the lines were appeared at first. It scared me a bit."* They got used to the process of movieoke as the weeks flowed. One of them mentioned that: *"At first, I found hard to speak in front of people but later I saw that they were like me. It made me feel more comfortable while speaking in front of them."* Related to the practice process they developed a positive sense as they made it and saw they can manage the hard spots of language skills like pronunciation, reading subtitles etc.

For the introduction part most of them said they were familiar with the technic from the karaoke entertainment nights. Although they concerned that it will be hard to speak and act out in another language. They said they had concerns whether the others made fun of them when they made wrong etc. The second step was understanding the process and at this point participants dealt with the features of movieoke like; following the lines and act out at the same time, also doing these with a friend made them more aware of speaking nature. One of them wrote that *"I had to follow not only my lines but also*

the lines of my friend to speak at the right time and place." Another student mentioned that it was hard to act out as a group because it was already hard when the acting out was only for him. That's why sometimes he missed his lines while following the others.

In general, they had concerns and suspicions on the process and also on themselves, but they developed a more positive attitude towards movieoke as they got used to it. Most of them mentioned they need more practices like these in order to know how to pronounce in the target language.

5. Conclusion

Movies have been proven as effective language learning and teaching tools along with an assistant material in teaching learning context. The studies carried on show that it is beneficial in many different points as in the study of Murugan and Razali (2013, p. 216-222) aiming to teach English along with the movies to provide students more active, meaningful and interactive learning process. They try to explore the potential uses of movies in their studies. In conclusion it was mentioned that movies play a vital role in critical thinking because they enable personal and language enrichment. Students think more self-directed and logical while they are learning with movies. It helps learners to interact with real-life settings also.

Results of the current study show that in terms of general language evaluation, the results are statistically significant. The students have improved their general language skills when they learn by movies in English lessons. When the sub-skills are evaluated it is seen that male students have more significant values than female students. Male students have improved their reading, listening and speaking skills and they have statistically significant results at the end of the analysis. It is not the case for the female students however, they increased their mean scores, but the results show that there is not any significant relationship in term of sub-skills of language in female students. Students have hesitations before the application of the movieoke and as the process of movieoke have improved the doubts of the participants have decreased also.

This study reveals that students have improved their receptive and productive skills when movies are used in language classes. It is supported by other studies in the literature also. Yaseen and Shakir (2015, p. 31-36) conducted their study on participants from a school in Kuala Lumpur. They aimed to define the relationship between effective learning and the participants' movie choices. They conducted a qualitative and quantitative study among students between 15 and 18 years old. They found that the movies increased the motivations of the students and majority of the students (%70 percent) mentioned that movies facilitate their understanding of the target language.

There are many advantages of the movieokes in classroom such as being authentic, providing simultaneous using of multi-skills etc. and also it was mentioned by Erten (2016) that movieoke has varied application technics such as picture with/without soundtracks, scenes with/without subtitles. It can also be used with group or only one person. It can be carried throughout the lesson at every step such as introducing the subject, exercising, giving tasks etc. It is important to keep in my mind that it must be

selected meticulously, the videos should be accessible, and students must be familiarized with the videos, movies, scenes etc. In order to be more effective in pedagogic aspect movieokes first introduction should be at pre or post activities. It has advantages for sure, but it needs to be developed and adapted also in order to be more effective. It has disadvantages also, students may not find the suitable subject by themselves, it requires a time to prepare the movieoke besides having the necessary knowledge on the technical adaptations such as adding the subtitles, cutting the scenes, etc.

About the Author

Yeliz Yazici, is an academician, has a degree in ELT and continues her studies on teaching English and English education on young and adult learners.

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