

Getting Cinema into the Saudi EFL Classroom: Catering to Changing Learner Needs

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Objectives: The language proficiency of English as a foreign language (EFL, henceforth) learners at Qassim University is currently below the expected standards. Even with pedagogical innovations taking the place of conventional methods in the classrooms, and feature films being increasingly used as authentic language exposure, the inclusion of feature films for teaching English is not welcomed in Saudi Arabia though English films are quite popular with the EFL learners in other parts of the globe. Pilot studies, before the current research, demonstrated positive outcomes with using feature films in the EFL classrooms, the results of which prompted this study. The current study discusses the implications of using films in language teaching, using questionnaires for collecting data from students and teachers of English at Qassim University, Saudi Arabia. The study spanned twelve weeks, during which time, an intervention was administered to the experimental group. At the end of the 12 weeks, the participants in the experimental group reported an increased communicative proficiency and engagement in the lessons when the teacher used films. The analysis of the students' responses proved that the use of film-based language teaching is an effective and authentic means of language training. With enhanced communicative competence, EFL learners felt naturally confident to speak in English in real-world language situations. The results of the study would be beneficial to the EFL students, EFL teachers, schools, curriculum developers, and governments especially in terms of improved EFL instructions and improved economy, not only in Arabian but any foreign language learning context.

Key words: Language Skills, Feature Films, Proficiency Enhancement, Listening and Speaking Skills, Motivation

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Introduction

With a world growing increasingly smaller, knowledge of one or more foreign languages is seen as an essential part of professional success. Educational institutions can provide basic language skills, and the success of these depends on the classroom pedagogies. Effective methods, greater

inclusion of technology, and tools that ensure learner engagement are high on the priority. This means that there is an urgency for teachers to constantly innovate classroom methods to make their learners optimally proficient in the language they are learning. On the other hand, given the grade-driven, teacher-centered, and textbook-oriented environment of Saudi EFL classrooms,

where vocabulary mugging and the monotony of grammar drills rob much of the fun of the language learning experience, movies emerge to offer the much-needed respite and entertainment with the add-on benefit of bringing to life what may well appear as a bookish language to the learners. Watching films as a method of learning a foreign language, however, is still a rarity in Saudi educational institutions as it is generally believed that a foreign language cannot be learned through watching films and that films are means of entertainment only, also pointed out by King (2002). There are, however, others who see it differently. They believe that feature films, with their throwing up endless situations of conflict, negotiation, colloquialism, speech behaviors, and all the features of paralinguistic communication which cannot be recreated by any other means in the classroom, can act as a rich source of cultural exposure for these students. This is an area of special interest for Saudi EFL learners in particular since a majority of those enrolled in these courses aims at pursuing higher education in native English-speaking countries. Hence, they need to develop their oral skills in English (Al-Ahdal, Al-Hattami, Al-Awaid, & Al-Mashaqba, 2015; Al-Ahdal & Alharbi, 2021).

Thus, it is, however, mainly the teacher's role to expose students to the film's message and sensitize them to the foreign culture and values as portrayed by the film (McDonald & McDonald, 1991; Peoples, & Helsel, 2013). It has been observed that after watching feature films in a foreign language, young learners tend to actively get engaged in reading the related text, discussing the aspects of the plot, climax, and dialogue with their peers, and seek teacher's assistance more readily than in conventional classrooms. A particular communication barrier has been overcome, and new communication channels are perceived to be created between teachers and students when they watch movies together. It also leads to greater motivation to learn and lesser language inhibition on the part of the students.

Students' fluency and frequency of language use also show remarkable improvement as they realize that a foreign language is not merely about using it literarily.

Instead, it is primarily a handy tool for communication. So long as what they say communicates an idea, it is acceptable even with minor imperfections of grammar, vocabulary, and syntax. Before this study, the researchers had often used, in their classrooms, English conversation videos specifically designed for the non-native learners. However, it was noted that the content and context were poor on all parameters of real language use as they provided specialized language input, the monotonous settings and limited language use also often left the students uninterested in watching them through to the end. The researchers found feature films, on the other hand, to be more engaging for Saudi learners than any other audio or visual input tried so far. In cases that the movies had Arabic subtitles on as well, learners showed even greater interest. Random surveys revealed that very few resorted to reading the subtitles to gain an understanding of the action. However, the mere reassurance of the mother tongue option being there helped them psychologically. Although some literature is available on the use and effectiveness of movies in the language classroom (Qiang, 2007; Soh, 2007), there are not many studies on the perceptions of Saudi EFL students and teachers towards integrating movies into their classrooms to enhance language proficiency. The present study endeavours to fill this gap.

Research Gap

The use of videos to facilitate learners' language learning has been widely discussed in the past two decades (by, among many others, Ruusunen, 2011; Hsieh et al., 2010;; Martín & Jaén, 2009; O'Bannon & Goldenberg, 2008; Baratta & Jones, 2008; Seferoğlu, 2008). There is a dearth of research on this in the Arab context. Previous studies that have investigated the use of movies in classrooms in a Middle Eastern context include those only of Khan (2015) and Sabouri, Zohrabi, & Osbouei (2015). They reported that movies did indeed help improve the students' language acquisition by exposing them to a large and unique variety of vocabulary, phrases, and colloquial expressions. They suggested further investigations of this study. Hence, this present study will further delve into the effectiveness of film-based language instruction in a more specific

context, particularly in Saudi Arabia, with an emphasis on the language skills and motivation of Saudi EFL learners. This study hopes to contribute to addressing the research gap by looking at the actual experiences of Saudi EFL learners with the use of film-based instruction in enhancing their communicative competence. Thus, this study is anchored on the following theoretical basis.

Research Questions

The study aimed to answer the following research questions:

1. What other aspects of English language learning, apart from fluency in speaking, development of writing skills, and enhancement of listening skills, are most affected by the use of feature films in the classroom setting?
2. What is the perceived effect on learners' motivation towards EFL classes and the inclusion of feature films in the textbooks?

Research Objectives

The intent of this research study was to gain an insight into university undergraduate EFL learners' perception of the inclusion of feature films in EFL teaching and to evaluate the participants' learning, if any, as a consequence of the intervention. Specifically, it sought to:

1. Determine if the students find features films helpful in the course they are enrolled;
2. Analyze the perceived effect on learners' motivation towards EFL classes and the inclusion of feature films in the textbooks; and
3. Explore the students' thought of film integration into their EFL curriculum.

Significance of the Study

The study has pedagogical significance in multiple contexts; for students, teachers, schools, curriculum developers, and governments. In EFL contexts across the world, students can stand to gain the integration of films in language curriculum since it is a popular medium of entertainment and also one that gives exposure to authentic language use. As a corollary, it has significance in bringing about

pedagogical innovations, an ever-present challenge for foreign language teachers in ensuring learner engagement and motivation. Learner needs and means to address them optimally are what drive curriculum developers, who may gain valuable insight from studies such as the present one, helping them design course content that ensures the best learning outcomes.

Literature Review

Teachers of English language in Saudi Arabia consider TEFLin the Saudi context as a very challenging task, as the English language is not used authentically in Saudi daily life settings. Thus, Saudi EFL students do not have enough exposure to the natural opportunities to practice English language outside the classroom. Feature movies proved to be a much more dynamic medium than using traditional textbooks or audio recordings in the EFL context (Tuncay, 2014; Seferoğlu, 2008). The emphasis of the modern concept of education which is based on the principle of "from what to teach to how to teach," necessitates that the use of teaching methods, which would ultimately promote the successful delivery of the desired learning outcomes, should be employed by the teachers. The new concept of teaching in the 21st century requires, further, that when students are actively involved in the teaching-learning process, the better they acquire concepts. Such principle of learning is supported by the experiential learning of Kolb, Boyatzis, & Mainemelis (2001), which explained that experiences, including cognition, environmental factors, and emotions, prepare the learners for the world of work. Further, studies on foreign language learning are beneficial to a large number of language teachers and learners even as they bring innovative and engaging pedagogies into light, enriching the inputs that teachers bring to the classroom and thus, creating better learning opportunities for the learners.

Effectiveness of Feature Films in Language Learning

Teaching environments have become increasingly challenging for teachers who are hard-pressed with issues of learner motivation, engagement, and

learning on the one hand and of curricular compulsions on the other. Innovative teaching ingredients are fast replacing conventional and time-tested pedagogies. Movies, at the same time, fulfill several objectives, making students more responsive and ensuring better learning outcomes. They fascinate people of all ages, but even more so with young EFL learners since they present language naturally, as opposed to the made-to-match-learner content found in coursebooks.

According to Goctu (2017), movies are essential tools that can aid in improving students' language skills, and using them in the EFL classrooms could motivate students to learn the language. The results of his study also showed that films were a useful aid in improving learners' vocabulary acquisition, not only of the words but also of the variety and colloquialism of language, in particular of phrases and phrasal verbs. However, the study also points out a caveat that choosing the right movies can be a big challenge for the teachers, and students seem to enjoy watching any type of entertainment and feel happy and motivated to come to the language classroom when a movie session is scheduled.

The studies of Kabooaha (2016) and Tahir and Hamakarim (2015) noted that teaching aids should be engaging, entertaining, and up-to-date. Their studies indicate that feature films are one of the best audio-visual aids and are especially useful in improving learners' attention span, positively enhancing their listening ability. They also expand students' vocabulary and, thus, help in enhancing their speaking skills. However, it has some limitations. Watching movies for novels may be time-effective, but the same may not apply to books content that is short, as doing such components without films can save much time.

Further, teachers may need to examine films before showing them to learners as some content may portray taboo behaviours and be a reason for concern for parents and institutions. Thus, they concluded that, movies may be useful as supplementary sources to book reading. Captioned or subtitled videos are also gaining much popularity in foreign language classes, as studies have shown that

captioned movies are better comprehended by foreign language learners than uncaptioned movies (Ebrahimi & Bazae 2016). Teachers and curriculum developers can caption videos using softwares such as Adobe Premiere, iMovie, and ViewPoint. However, no change was recorded on participants' vocabulary comprehension due to captioning through content comprehension, which showed significant improvement with captioning.

Consequently, more than one viewing of a movie proved helpful in vocabulary recognition and learning idioms. The findings of Kabooaha (2016) showed that student-teacher collaboration in the use of films in the classroom setting had a better and a more constructive effect so far as the enhancement of language skills was concerned. Students' language learning process could be improved through well-selected movie resources, and their motivation to learn the target language could be increased. In a similar study, Hameed(2016) concluded that learning results increased significantly with the use of films in the teaching of the English language. In like manner, Dooley (2016) observed that American films affected participants' learning of the L2 culture. Raman (2016) also reported the usefulness of supplementary audio-visual and written texts in enhancing learners' four fundamental language skills. They experimented with the use of authentic materials and feature films to teach English to undergraduate students in an Indian setting and concluded that students proved to be more attentive to certain aspects such as pronunciation, discourse markers, and vocabulary content.

Other studies also seem to confirm the fact that EFL learners learn the English language quicker with the aid of movies. Tahir (2015) believed that movies enhance language skills, specifically listening and reading skills, and help improve learners' social relations and their familiarity with the native speaker's culture. In their study, Yaseen and Shakir (2015) observed that movies, when subtitled, contributed to EFL students' reading and writing competence. Behroozizad and Majidi (2015) investigated the impact of different captioning methods on EFL learners' general listening comprehension. The conclusions revealed

substantial differences in the results depending on the kind of captioning used in testing learners' general listening comprehension. Their study went on to establish the pedagogical principles for teaching listening through using different captioning modes/methods.

Previously, there were other studies on the effectiveness and differences of using subtitles compared to not using them (Rokni & Atae, 2014). Sari (2015) stated that English language teachers need to be innovative to incorporate movies into their language environments by implementing strategies such as using short English movies (which could save time). Also these teachers might better keep repeating the instructional aims to the students before and after watching (as sometimes learners forget the objectives and tend to take a screening session as purely entertainment), and controlling the creative and emotional content by selecting the right kind of educational content. In their research on Iranian EFL learners with and without captions, Gowhary, Pourhalashi, Jamalinesari, & Azizifar (2015), observed that students' listening comprehension showed a significant change with the captions on and those who worked using captions outperformed the other groups and displayed improvement in their listening skills. According to Ismaili (2013), movies captured students' attention better and, in contrast to the (inevitably) one-dimensional language and diction used in most course-books, the existing language in a natural way. Ismaili concluded that movies provided a visual context that aided students' understanding and thereby improved their learning, and were also an enjoyable source of entertainment towards language acquisition. Corollary to this, Mirvan (2013) also observed that with the aid of movies, learners' reading skills and confidence to speak in the target language improved considerably as they were able to see and use words in action.

Conclusively, the EFL learners could effectively learn English by watching movies, considering doing it with great attention and consistency. Li (2012) considered the pre-movie preparation time as important as the actual time spent watching the movie in an EFL classroom. It should ideally involve

an introduction to the movie followed by a brainstorming session between the students and teacher to discuss the theme, what the movie would contain, new vocabulary and expressions, etc., to ensure optimal learning and best comprehension. The results of Bahrani and Sim's research (2012) determined the audio-visual content as a great source of language input for teaching purposes. However, extra care should be exerted in the selection of the audio-visual content for beginner levels. Cartoons and animated movies with good storylines have proved to motivate the young, and even adults, learners to learn the language better and have had a significant effect on their language enhancement. Likewise, Brown (2010) also held that introducing the film before the actual full viewing was important in the learning process. The researches showed that reinforcement, in the form of repetition, significantly helped most of the learners acquire a great deal of new vocabulary. Also, appropriately designed activities that focused on students listening for a word they knew and hearing its contextual use proved to be successful with the majority of learners.

In an earlier study, Ruusunen (2011) considered movies an all-round multipurpose aid for teaching a foreign language. They have the added advantage of the possibility of using them in numerous ways while teaching the different features of a foreign language such as grammar, vocabulary, and even culture. Magulod (2018b) concluded that the use of film-based instruction also increased students' content mastery in the language. Accordingly, Soh (2007) asserted that movies are useful not only for beginner-level learners, but even proficient readers can also benefit from films as they promote critical thinking in the target language.

Methodology

The study used questionnaires for collecting data from students as well as teachers. For both of these questionnaires, Cronbach's Alpha was used to ensure item correlation and reliability. Items that reflected an α value between 0.9 and 0.7 (that is between excellent and acceptable) were included in the questionnaires. This study was conducted with the aim of evaluating the effect of watching English

movies on the listening and speaking proficiency of first-year EFL students at Qassim University in Saudi Arabia. The participants were 60 males in the age group of 18-20 years, with at least six years of exposure to English learning. Their level of competence was intermediate in grammar and vocabulary, towards which the course content in schools is geared, but elementary in communicative parameters of listening and speaking skills. This was deduced from the general PET (Proficiency in English Test) after administering which, only 60 of the participants from a total of 95, who had an SD between -1 and +1, were included in the study to ensure the homogeneity of the sample. Speaking and listening were their specific weakness, though, according to informal prior surveys, they were not new to watching English movies. Some of them had commented that what baffled them even more than the culture portrayed, therein, was the quick pace of dialogue delivery and sometimes the piqued accents of the actors. As such, young Saudi students are at least moderately exposed to the English speakers' accent as some faculty members in Saudi universities are native English speakers.

Consequently, even if they are unable to speak English fluently, they are more or less able to understand the content when they hear native speakers in a conversation. However, a fact that cannot be discounted is that the natural pace and accent as seen in movies cannot be matched with native speaker teachers or special EFL video content as both of these adapt to the particular needs of the non-native speakers and need not necessarily deliver authentic language input. The participants were later randomly divided into two groups, an experimental group and a control group. Each group consisted of thirty participants. Both groups were taught the same content but with the supplement of movies for the experimental group.

Before the implementation of the intervention in the EFL classes, lesson planning and class scheduling was conducted. The necessary preparation of the learning contents to be covered was prepared to assure the validity and reliability of results. Two experienced language teachers were requested to teach the two classes using films and the traditional method. Both teachers have the same level of learning experiences and specialization and have

undergone professional development for 21st-century Saudi language teachers. Both also have conducted action researches on language teaching strategies. They were randomly assigned for Class A and Class B. Class A was exposed to using the supplementary movies while Class B was exposed to traditional language teaching.

As to the illustration, the topics were taught, the session plan has the following two parts, the presentation, and student activity. In the presentation part, the movie posters of *The Invisible Man* and *Far From Madding Crowd* were presented to the students. The students were informed that the movies would be part of their lesson in learning vocabulary and grammar. For the students' practical work, they were asked to view the films within the required period. The introduction of the idea of watching movies to study select syllabus content was welcomed by the participants with much enthusiasm as probably language classes with their monotonous grammar and vocabulary drills fail to engage them for a sustained period. Having been just out of school, with its well-known, or somewhat notorious, routine of grammar-vocabulary exercises, some were surprised to learn that teaching/learning English in the university system was still relatively the same as the school system. After a brief discussion with other teachers that were assigned to the participants and obtaining positive learner feedback, the researchers decided to test the new pedagogy in the second semester of the academic year (as a more significant period was needed to show the feature films in the class). A total of approximately 240 minutes of two uncaptioned English movies were selected; one was a science fiction movie based on H.G. Wells' novel, *The Invisible Man*, with a duration of about 70 minutes; another was a romantic comedy-drama based on Thomas Hardy's first novel *Far From the Madding Crowd*, with a period of about 170 minutes.

The genres of movies used in the study were science fiction and romantic comedy. Science fiction focuses on potential future scientific and technical advances and dramatic societal or environmental changes, which often represent space, time, and existence on other worlds. Meanwhile, the romantic comedy is a subgenre of satire and lifestyle writing, based on lighthearted and satirical storylines centred

on romantic themes, such as how real love will conquer any hurdles.

Three times every week, lasting a total of twelve weeks, the experimental group was shown a part of a movie for 10-15 minutes with occasionally repeating the clips depending on the demand of the students and the discretion of the researchers. The movie screening was a follow-up to the prior reading and discussion of the different in-class times. In the movie sessions, the participants in the experimental group, then distributed into groups of two to three, were asked to complete a brief quiz based on factual events in the movie. After each quiz, they were asked to present their collective ideas about the action, dialogues, theme, and any other aspect that drew their attention for five minutes. They were asked to mark and isolate any new words or colloquial expressions that they had come across. These were then added to a mini-directory of the students' new insights into the English language that the class as a whole was required to maintain. The researcher also contributed his input to the directory to elevate critical thinking among the students.

At the end of the twelve weeks, both groups were administered another PET to evaluate their possible improvement in listening comprehension. Each of the thirty participants was also asked to fill out a questionnaire designed to sum up their experience with a special emphasis on 1. Enhancement of vocabulary; 2. Exposure to colloquial language use; 3. Comprehension of natural dialogue; 4. Enhancement of speaking skills; 5. Need for captioning in comprehending the films; 6. Motivation to attend the next session. Their responses were analyzed, based on the Likert Scale gradation from "five" as the highest and "one" as the lowest: Strongly Agree (4.20-5.00); Agree (3.40-4.19); Undecided (2.60-3.39); Disagree (1.80-2.59); Strongly Disagree (1.00-1.79)

The Proficiency in English Test (PET) instrument assessed how the level of learners' grammatical and vocabulary skills as well as comprehension of the meaning in communication before and after the intervention. The resulting form of the instrument would indicate the success of the response when the post-test

scores would reveal a higher score and favourable performance compared to the pre-test scores. Before and after testing, the students were provided with necessary instructions highlighting the significance of their scores in the fulfillment study.

The teacher's perception, both by students and him/herself, in ensuring optimum learning in the classroom, especially when a new method is being experimented with, can hardly be overstated. There is a lot of research that has studied this aspect in EFL classrooms. Khoshshima and Shokri (2017) specifically studied teachers' perception of ESA (engage, explore, activate) elements to boost learners' speaking skills in EFL classrooms in Iran. Teachers' positive attitude is directly linked to improved learning outcomes. In a study conducted in excellent state schools in Greece, Sougari and Sifakis (2007) concluded that a close relationship between teachers' perception of their profile and learner motivation existed. As in any other EFL setting, teachers' knowledge in the Saudi EFL classroom is also central to ensuring accomplishing the learning outcomes. For this purpose, alongside the students' questionnaire, nineteen EFL faculty members were also requested to fill out a fifteen-item questionnaire with closed-ended items to evaluate their opinions on using feature films for EFL teaching practices. Whereas the student questionnaires were administered in learners' Home Room time, the teachers were handed over hard copies of the questionnaire and requested to revert them the following day. All responses were entered onto excel sheets and computed into percentages for ease of use and reference. Table 1 in the following section presents the tabulation of the results.

Data Analysis and Discussion

The analysis of teachers' responses to the fifteen items on the questionnaire established that Saudi EFL teachers are positively inclined to the inclusion of feature films in EFL teaching. A new finding of this study was that captioned movies improved learning outcomes, and all four language skills benefited when feature films were used as a supplement to the textbook. Furthermore, learners' speaking output improved after they watched films in English, and learners' motivation and class

participation increased when they were informed that they were going to watch an English movie in the classroom.

Since teaching/learning, EFL has been a primarily drill-based practice in Saudi Arabia, learner discontent with textbook-based content is evident from the questionnaire responses, with as many as twenty-four to twenty-seven respondents, respectively, reporting that neither is the course material adequate for the expected course objectives nor is their vocabulary enriched using only the prescribed **textbooks**. Twenty respondents reported a better understanding of language nuances after watching the movies that supplemented the **textbooks**.

EFL teachers, in general, have reservations about showing foreign-language films in the classroom setting on the premise that learners may not be able to understand the accent and follow the natural pace of the conversations. Some who do warrant movies as supplementary material insist on making use of film with captioning in the mother tongue. In the current study, however, it was seen that learners were capable of following the storyline and the dialogues and did not necessarily need captioning. They were somewhat happy with the initial screenings and even expressed their satisfaction with the version chosen. The fact that regular screenings helped in enhancing their listening skills further encourages the inclusion of feature films in EFL courses. There is a close relationship between listening and speaking, and numerous studies have shown that improving one results in the improvement of the other. In the current research as well, respondents reported greater confidence and proficiency in articulation as a result of enhanced listening skills.

The participants reported the listening skill as the skill most benefitted by watching films in English. With proficiency in listening, learners can be expected to pick up correct structure and pronunciation, which would, in turn, lead them to better articulation in the language. Listening and speaking are the immediate skills enhanced by watching feature films, with the other two skills of writing and reading standing to benefit in the long run as well.

As often is the case in EFL classrooms, learner motivation is centred around the development of immediate communicative ability. This aim is not fulfilled with the limited, mostly textbook-centred, and artificial foreign language environment offered by the conventional EFL classroom, where the centre stage is held by the teacher and learners are inhibited, for various reasons, to participate in language activities. The speaking skills of even advanced Saudi EFL learners are underdeveloped concerning communicative parameters, and, more often than not, learners tend to revert using the mother tongue. With exposure to feature films to supplement the textual content, the language input becomes multi-dimensional, with the added advantage of bringing to life what may otherwise be seen as unreal content. When asked if their speaking skill benefitted from the intervention, a vast majority responded positively to the questions. It helped boost their confidence and ability to use the language more effectively than when they were taught according to the conventional methodology.

Motivation is one of the essential factors in learning a language. Monotonous, unchallenging, and unnaturally toned-down reading materials can act as deterrents for the foreign language learner. Teachers, therefore, need to seek and employ strategies that would keep them motivated and engaged. From the questionnaire responses, we can deduce that having films to back up textual input can serve these two purposes.

Conclusion

The language proficiency of EFL learners at Qassim University is currently much below the expected standards. Of all the language skills, students perform the poorest in listening and speaking. The use of films is an imperative student-centered platform in teaching the English language. In terms of motivation and learning, the experimental group clearly and categorically benefitted from the use of films as an intervention in language teaching and learning. The findings of this study showed that there is an enhanced attitude and language among students after film use. The explanations for this result might also be due to cultural, religious, and social factors other than the usage of films, which

this analysis did not address. Successive studies are also encouraged. Also, on the question of the perception of the participants in the experimental group concerning the inclusion of feature films in the EFL curriculum, they unanimously confirmed the efficacy of the pedagogy. The teachers even suggested that the method should be followed for their other upcoming courses. The results of this particular study might benefit EFL students, EFL teachers, schools, curriculum developers, and government particularly in improving instruction. The researchers recommend further research studies and innovation to improve, replicate, or disprove the results of this study.

Recommendations

Since a sudden and complete switch from the current pedagogy to a new one may occasion difficulties for students in terms of adjustment to achieve the learning objectives more successfully, it is recommended to introduce short movies and televised series in the curriculum as supplementary aids. Another facilitating option may include using subtitles/captions in English and Arabic, depending on the teachers' discretion to determine which works best for Saudi learners, in general, and the specific class s/he is in charge of teaching. Real-time audio-visual input may also be incorporated into other courses as they would increase learner motivation,

enhance their language skills and critical thinking further, and motivate them to watch other movies at home or the university campus in their leisure time. The content of candidate movies, however, has to be carefully analyzed by the teachers, both to evaluate their efficacy in achieving the intended learning objectives and to see if they are following the dominant social norms and ensure that no locally tabooed behaviours are portrayed in the films.

Limitations of the Study

Though an impressive amount of data was accumulated in the course of this study, the researchers believed that a more significant number of participants would have resulted in more definite conclusions. Finding feature films that matched the textual content and also effectively dealt with the learning objectives was one of the challenges before the researchers and the team of teachers. Fitting the new pedagogy in the present time and curriculum frame was another challenge, as an innovative approach requires thorough, well-thought-out planning and time management. It is the hope of the researchers that future similar studies will benefit from the findings and limitations of the current research and will contribute to the betterment of the EFL classrooms in KSA.

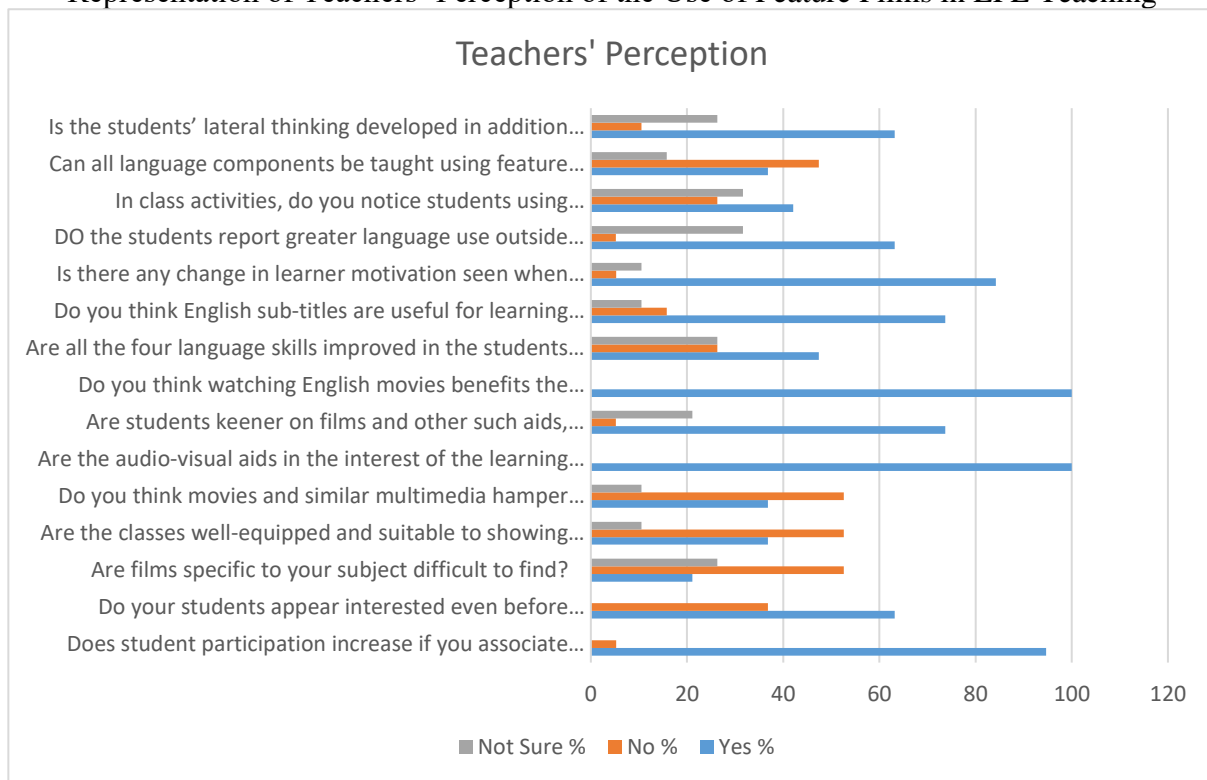
Table and Graphs , Table 1
Teachers' Perception of Using Feature Films in the EFL Classroom

Q No.	Question	Yes %	No %	Not Sure %
1	Does student participation increase if the lesson is supplemented with a film?	94.7	5.3	0
2	Do your students appear interested even before coming to the class when a film is planned for the lesson?	63.2	36.8	0
3	Is it difficult to find films that are specific to your subject?	21.1	52.6	26.3
4	Are the classes well-equipped and suitable for a showing of films?	36.8	52.6	10.5
5	Do you think movies and similar multimedia hinder the educational process?	36.8	52.6	10.5
6	Are audio-visual aids conducive to the learning process?	100	0	0

7	Do students show more interest in films and other audio-visual aids or in the conventional text-based teaching method?	73.7	5.2	21.1
8	Do you think watching English movies benefits the English proficiency of your students?	100	0	0
9	Are students' all four language skills improved when films are used?	47.4	26.3	26.3
10	Do you think subtitled/captioned (English) films are conducive to the learning process?	73.7	15.8	10.5
11	when films are played in the class, is there any increase in learner motivation?	84.2	5.3	10.5
12	DO the students report greater language use outside the classroom with exposure to real life language use through films?	63.2	5.2	31.6
13	In class activities, do students use the language they are exposed to in the films (i.e. English)?	42.1	26.3	31.6
14	In your opinion, is it possible to teach all language components by using feature films?	36.8	47.4	15.8
15	With exposure to feature films, is students' lateral thinking, beside their language ability, also developed ?	63.2	10.5	26.3

Graph 1

Representation of Teachers' Perception of the Use of Feature Films in EFL Teaching



Research Question 1: Do the students find feature films helpful in the course that they have selected?

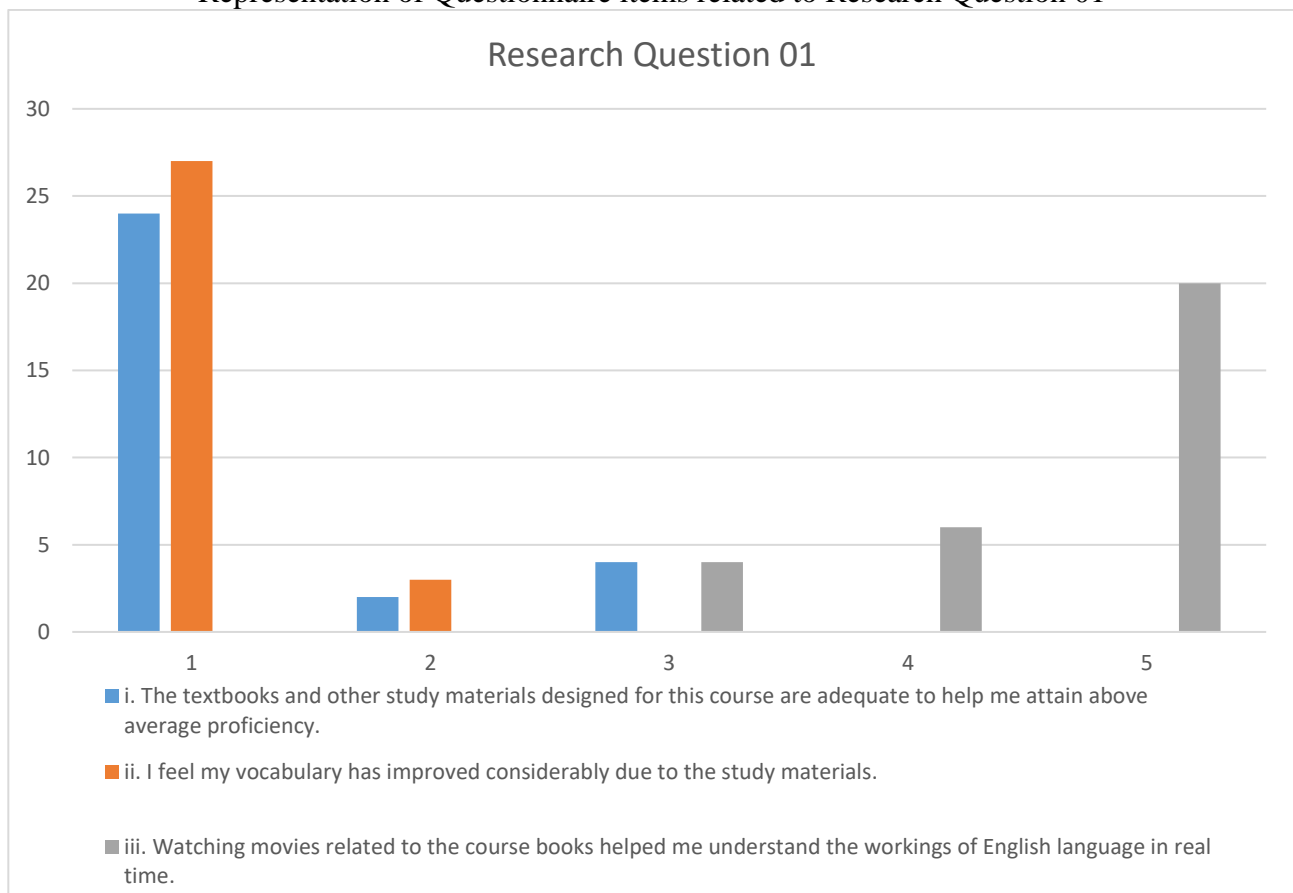
Table 2

Research Question 01

Q	Question	1	2	3	4	5
i.	The textbooks and other study materials designed for this course are adequate to help me attain above-average proficiency.	24	2	4	0	0
ii.	I feel my vocabulary has improved considerably, thanks to the study materials.	27	3	0	0	0
iii.	Watching movies related to the coursebooks helped me understand the workings of the English language in real-time.	0	0	4	6	20

Graph 2

Representation of Questionnaire items related to Research Question 01

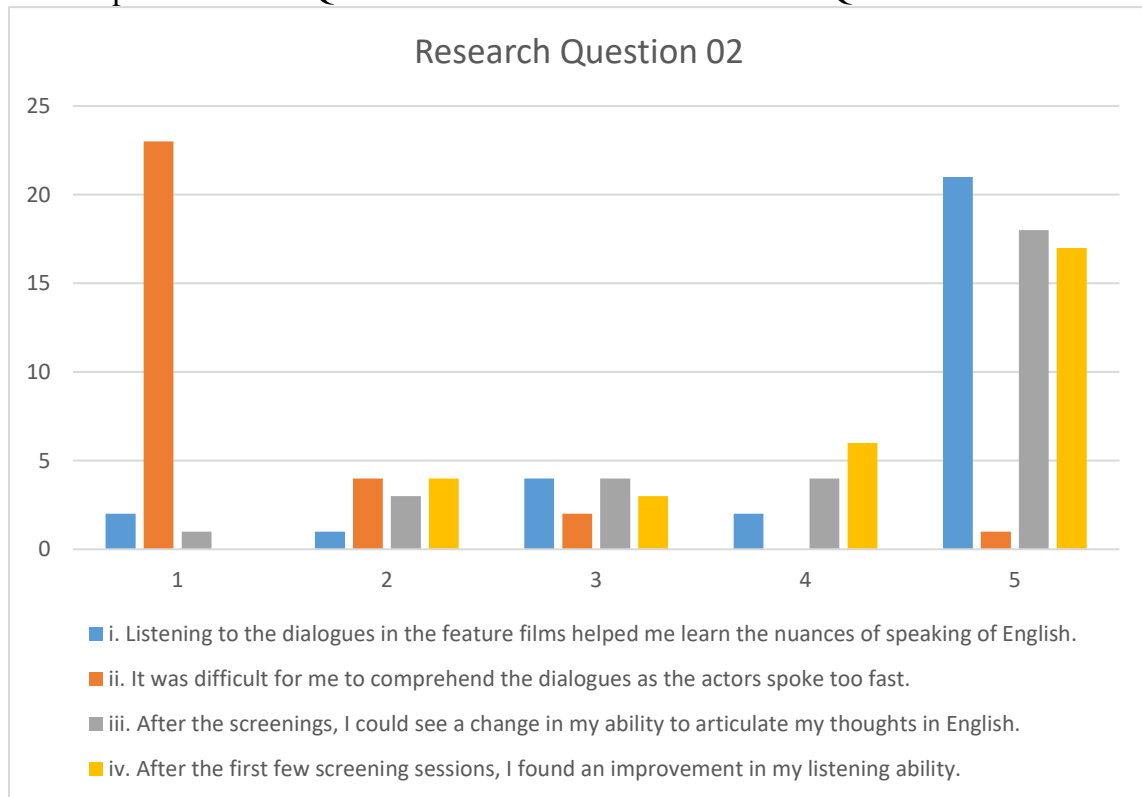


Research Question 2: What parts of English language learning, apart from fluency in speaking, development of writing skills, and enhancement of listening skills, is most affected by the use of feature films in the classroom setting?

Table 3
Research Question 02

Q	Question	1	2	3	4	5
i.	Listening to the dialogues in the feature films helped me learn the nuances of speaking English.	2	1	4	2	21
ii.	It was difficult for me to understand the dialogues as the actors talked too fast.	23	4	2	0	1
iii.	After the screenings, I could see a noticeable change in my ability to articulate my thoughts in English.	1	3	4	4	18
iv.	After the first few screening sessions, my listening skills improved.	0	4	3	6	17

Graph 3
Representation of Questionnaire items related to Research Question 02



Research Question 3: To what extent is the listening skill positively affected by watching text-supported feature films?

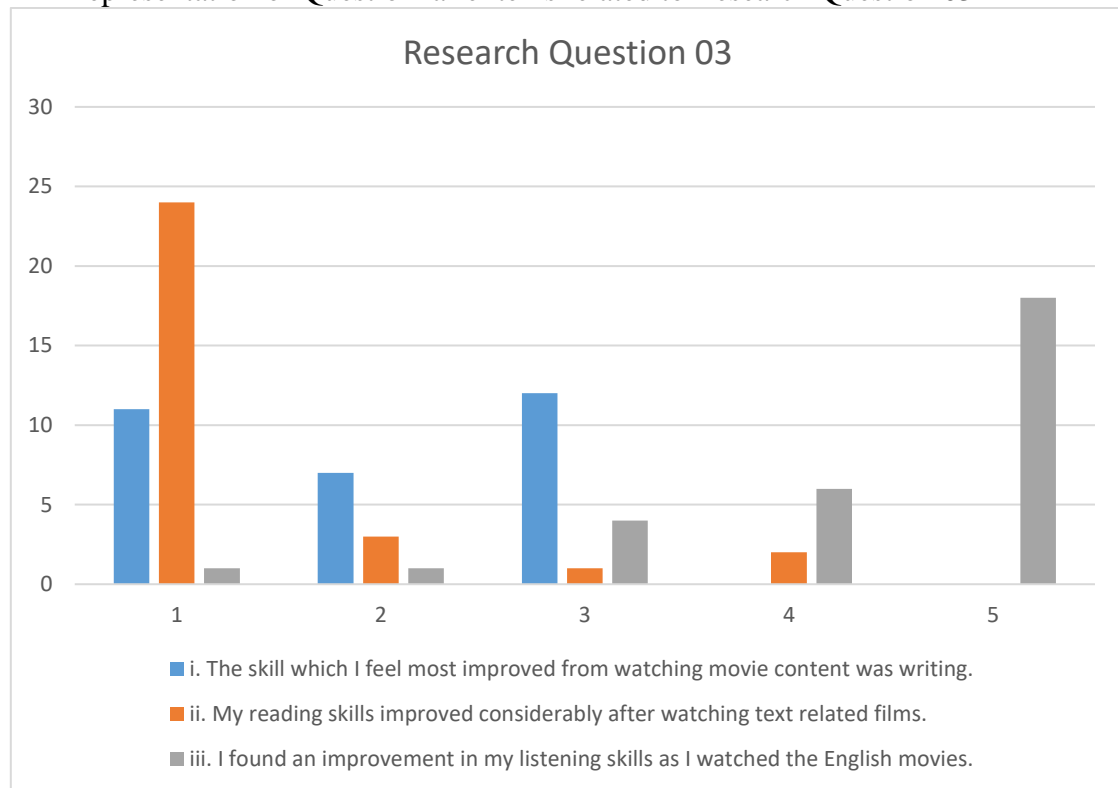
Table 4
Research Question 03

Q	Question	1	2	3	4	5
i.	The skill which I believe improved more than other skills from watching movie content was writing.	11	7	12	0	0

ii.	My reading skills improved considerably after watching films supplemented to the textbook.	24	3	1	2	0
iii.	With watching English movies, I see some improvement in my listening skills.	1	1	4	6	18

Graph 4

Representation of Questionnaire items related to Research Question 03



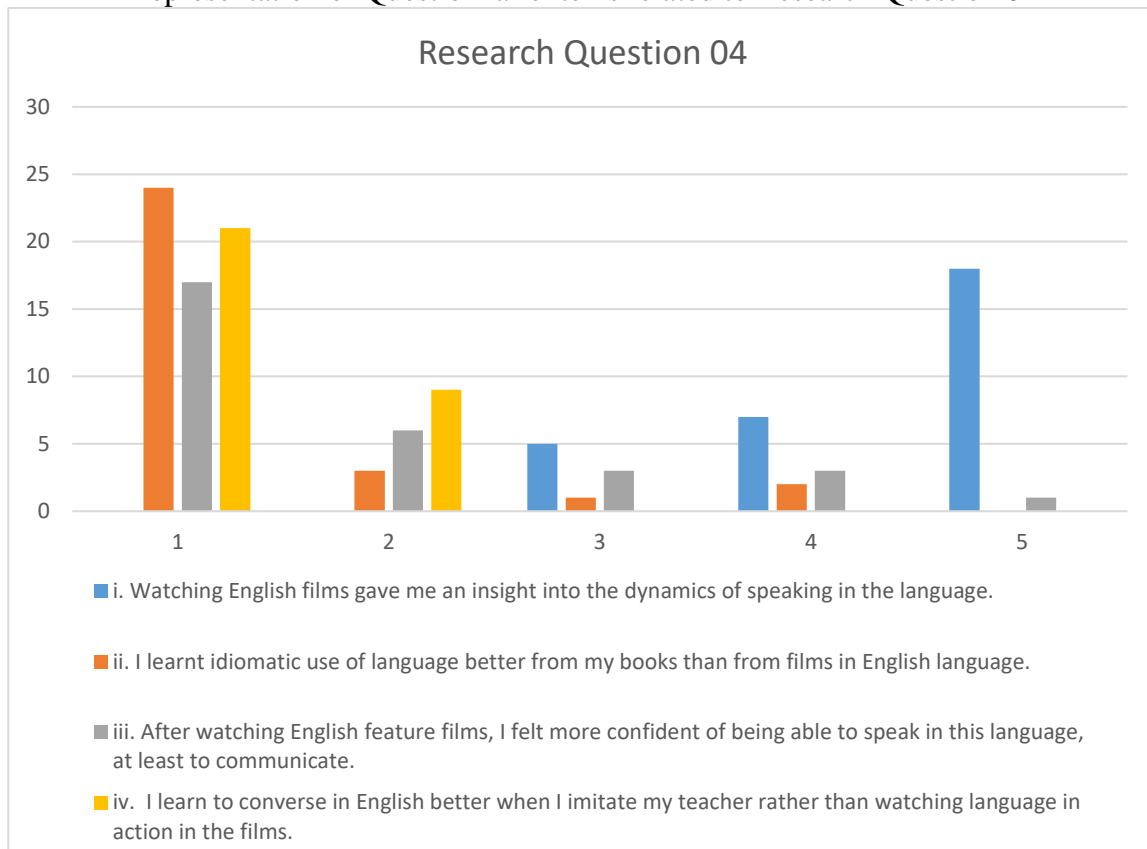
Research Question4: What is the direct impact of feature films, in case there is any, on learners' speaking skills as perceived by the respondents?

Table 5
Research Question 04

Q	Question	1	2	3	4	5
i.	Watching English films offered me insight into the dynamics of speaking in the language.	0	0	5	7	18
ii.	I learned the idiomatic use of language better from the textbooks than films in English language.	24	3	1	2	0
iii.	After watching films, I felt more confident to speak English, at least for communication.	17	6	3	3	1
iv.	I learn to speak English better when I listen to my teacher rather than watch language in action in the films.	21	9	0	0	0

Graph 5

Representation of Questionnaire items related to Research Question 04



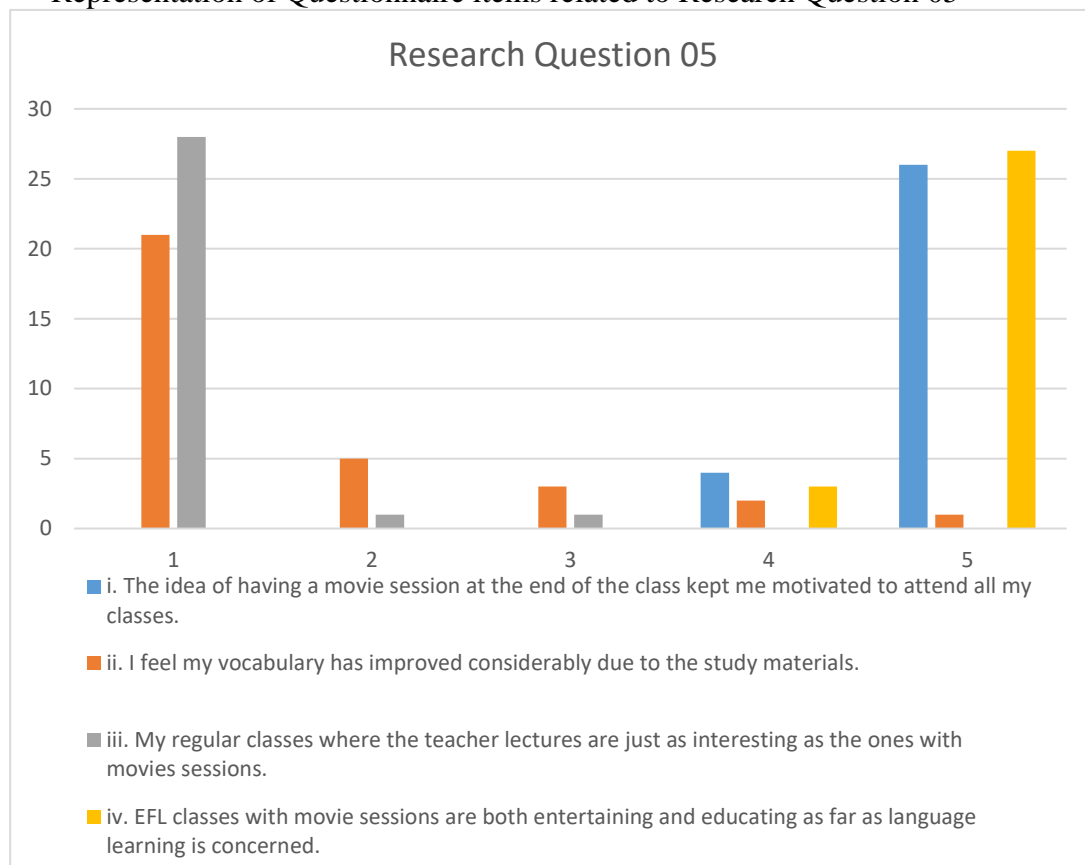
Research Question 5: What is the perceived effect on learners' motivation towards EFL classes and the inclusion of feature films in the textbooks ?

Table 6
Research Question 05

Q	Question	1	2	3	4	5
i.	The idea of watching a movie at the end of the class session kept me motivated to attend all my classes.	0	0	0	4	26
ii.	I think my vocabulary has improved considerably due to the study materials.	21	5	3	2	1
iii.	My regular classes, with mainly the teacher's lectures, are as interesting as the ones with movie sessions.	28	1	1	0	0
iv.	EFL classes with movie sessions are both entertaining and educational as far as language learning is concerned.	0	0	0	3	27

Graph 6

Representation of Questionnaire items related to Research Question 05

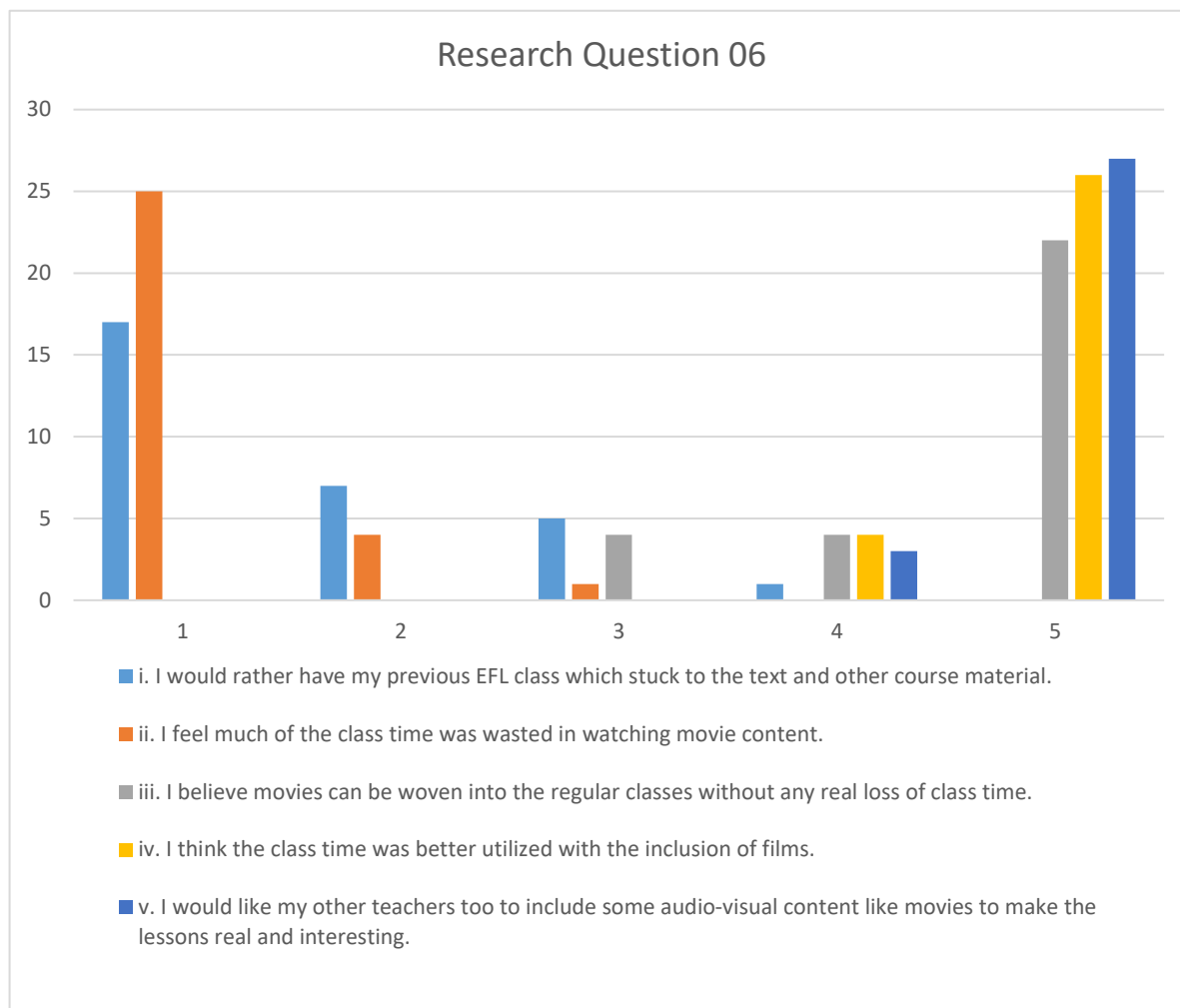


Research Question 6: What do students think of integrating films into their EFL curriculum?

Table 07: Research Question 06

Q	Question	1	2	3	4	5
i.	I would rather have my previous EFL class, which stuck with the text and other course material.	17	7	5	1	0
ii.	I think most of the class time was wasted by watching the movie.	25	4	1	0	0
iii.	I believe movies can be an addition to regular classes without any real loss of class time.	0	0	4	4	22
iv.	I think class time was used better with the inclusion of films.	0	0	0	4	26
v.	I would like my other teachers too, to include some audio-visual content like movies to make the lessons real and exciting.	0	0	0	3	27

Graph 7
Representation of Questionnaire items related to Research Question 06



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