

MASTER'S THESIS

Teachers' Viewpoints on the Use of Film in the English
as a Second Language (ESL) Classroom.

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Abstract

Film is among the technological resources which can be used to teach today's students; and film can be used in order to attain different competence aims from the English curriculum in middle school and high school in Norway. Hence, investigating its use in the Norwegian context is interesting. Based on the data collected from mixed methods of a teacher questionnaire, answered by 59 respondents, and from the individual interviews of five teachers, this study investigates teachers' views on the use of film in the English as a Second Language classroom.

The results indicate that film is often used by most teachers, particularly videos, documentaries and feature films, which are used in the beginning or middle of the lesson. Film is chiefly used with the purpose of improving students' basic skills and to teach different content. What is more, teachers tend to use both clips from films and whole films with post-viewing activities in their lessons. Film is seen as a pedagogical resource which offers numerous benefits; and thus, teachers can design lessons where films' versatility is used to fulfill their teaching aims.

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1. Introduction

1.1 General background

Technology plays a fundamental role in contemporary society, where children are accustomed to being surrounded by different digital devices; as a result, they grow up to become tech-savvy students. Teachers have the possibility to motivate their students by using technology in their lessons, “[t]he availability of technology in the classroom can help our students be more engaged than ever before” (Petty, 2018, p. i). One important technological resource which can be useful in the classroom is film. Consequently, it is especially useful for language teachers because motivation is fundamental when learning a second language. Sadly, there are indications that some students tend to consider the learning process as tedious (Aponte-Moreno, 2012, p. 198).

Film is a fundamental resource when teaching English as a second language (ESL). Film’s relevance is recognized in the English curriculum in Norway, as it is stated in the main purpose of the curriculum that “[o]ral, written and digital texts, films, music and other cultural forms of expression can further inspire personal expressions and creativity” (The Norwegian Directorate for Education and Training, 2013a, p. 2). Furthermore, working with film is also a competence aim in the English curriculum for middle school, as students should “create, communicate and converse about own texts inspired by English literature, films and cultural forms of expression” (The Norwegian Directorate for Education and Training, 2013b, p. 9). Likewise, discussing film is a competence aim for 1st year high school students, who should “discuss and elaborate on English language films and other forms of cultural expressions from different media” (The Norwegian Directorate for Education and Training, 2013c, p. 10). Being able to analyze films is also a competence aim for 2nd or 3rd year high school students who choose International English, Social Studies English or English literature and culture.

Much research about the use of film in the classroom is oriented towards studying the benefit of using it in order to improve students’ skills (Murugan & Razali, 2013; Aeni & Arini, 2015; Hameed, 2016). However, there are few works that address the actual use of film in the classroom. Certainly, there are titles such as, for example, *Lights!, Camera!, Action*

and the Brain: The Use of Film Education (Bahloul & Graham, 2012) and *Bringing online video into the classroom* (Keddie, 2014). However, to my knowledge, there is a shortage of research about the use of film in ESL in Norway.

1.2 Previous studies

Several studies have been conducted in order to research the development of different skills when using film (Murugan & Razali, 2013; Aeni & Arini, 2015; Hameed, 2016). However, there is a shortage of studies that focus on teachers' views on film in the ESL classroom. For this investigation, I refer to works that discuss the use of film for teaching a number of subjects, such as the research of Falk (2012) for teaching Spanish, and the work of Wagner (2018) related to history lessons. Next, I reference Ruusunen (2011) and Lialikhova (2014), who investigate the use of film in ESL.

In 2012, Falk conducted research for his master thesis about the use of film and YouTube, when teaching Spanish as a Foreign Language. Falk conducted semi-structured interviews with nine Spanish teachers who taught at middle school or at high school level. The results of the study conclude that the materials used by the teachers use both authentic and adapted teaching materials. Audiovisual material in Spanish teaching is mainly used to promote students' interest in the language, to motivate both students and teachers, to vary teaching methods and promote cultural and language learning.

Wagner (2018) investigated the use of film in history lessons. He made a qualitative study by conducting semi-structured interviews with 19 high school teachers in Stavanger. Wagner's research shows that all teachers use film in their history lessons. There are two main reasons for using film in history lessons: to teach historical content and to vary class methodology.

In 2011, Ruusunen conducted a quantitative study in Western Finland, in her work *USING MOVIES IN EFL TEACHING: the point of view of teachers* (Ruusunen, 2011). She sent an online questionnaire to randomly selected English teachers. The questionnaire was completed by 50 English teachers. The results indicate that the majority of the respondents (96%) use movies in the classroom. The teachers state that they use film in order to access authentic language, improve students' listening skills and reading skills (using film with

English subtitles), to teach different topics and to teach students about culture. Some of the teachers point out that film can be time-consuming, and good movies can be difficult to find. Most of the respondents use movies every couple of months or less. The main purpose of using movies is to improve students' basic skills, to teach vocabulary and to give students insight into other English-speaking countries. Additionally, movies are used to increase variation, fun and motivation in the English classroom.

In 2014, Lialikhova conducted a study about film in the work *The use of video in English language teaching: A case study in a Norwegian lower secondary school*. She conducted the study using mixed method research, which consisted of four English teacher interviews and the observation of three of their lessons. Additionally, a questionnaire was answered by 105 students. In this study, she investigated five different issues: "why the English teachers [...] used videos in ELT, what kinds of videos were used, how and how often videos were used, what was taught and learned through the use of videos and [...] what the teachers' and pupils' attitudes to lessons with videos were" (Lialikhova, 2014, p. 52). The results of the study indicate that English teachers use videos in order to introduce variety in their classrooms, make their lessons interesting, educate students, improve students' literacy skills, teach vocabulary and motivate students. Teachers use mainly YouTube clips, feature films, documentaries and music videos. They all prefer to use feature films. Videos are used from three times a year up to every month. Some teachers have pre-viewing, while-viewing and post-viewing activities, but most of them only have post-viewing activities. Videos are usually shown with English subtitles. These teachers use video in order to teach different topics of the curriculum. However, they also indicate that students develop speaking, writing, reading and listening skills with videos, as well as pragmatic skills and cultural knowledge. Students say that they improve their pronunciation and vocabulary by watching videos. Both teachers and students have positive views on the use of movies. However, teachers indicate that it can be time consuming, and some students become passive viewers.

Ruusunen's research (2011) is based upon a comprehensive questionnaire which consists of agreement scale questions, multiple questions and open-ended questions, and thus; it presents valuable findings about the use of feature films; my research may provide a broader perspective. In addition, Ruusunen's research describes the uses of film in Finland; its results may not be similar to results obtained in the Norwegian school context. Lialikhova's investigation is carried out in Norway, and it presents important findings about

the use of film, in middle school, by combining three different research methods. This work is based on the opinions of a small sample of teachers and the perspectives of many students. However, I will focus exclusively on the views of teachers in my research, in order to learn more about teachers' perspectives. Furthermore, I have targeted teachers of both middle school and high school. The results of this investigation will be compared to the two aforementioned studies

1.3 Research questions and aim of the thesis

This master thesis' goal is to investigate the following research questions: when is film used in the ESL classroom, how is film used in the ESL classroom and why is film used in the ESL classroom. The analysis of the findings aims to discover English teachers' use of film in the Norwegian school context.

As working with film is part of the competence aims in the English curriculum for both middle school and high school; it follows that film is used by many Norwegian teachers. Moreover, it is common knowledge that most students enjoy lessons which involve the use of film.

This thesis intends to shed light on teachers' viewpoints on the use of film in ESL classroom in middle school and high school in Norway. In this context, film includes videos, documentaries, feature movies, news broadcasts, political debates, commercials, TV shows, music videos, TV series, teacher-made videos and student-made videos.

1.4 Outline of the thesis

This work consists of six chapters; following this introductory chapter, chapter 2 presents the theoretical framework for this thesis. The chapter focuses on the place of film in the English curriculum and the development of different skills. Furthermore, selected aspects related to teaching and learning with film are explained. Next, different types of film and their possible uses in the classroom are described. The chapter concludes with the main benefits and drawbacks of using film.

Chapter 3 presents an explanation of the methodology that is used in this study. Next, a description of the participants, the materials used, the procedures which were followed and the validity and limitations of the research is provided. Furthermore, the questionnaire used is described in detail. The interview guide is also presented.

The next chapter consists of the results. The results of the quantitative research are organized into the following topics: personal information, types of film and frequency of their use, film use in the ESL classroom, competence aims and skills and benefits and drawbacks. Furthermore, the qualitative data is also described.

Chapter 5 provides answers to the three research questions based on the findings. In addition, a comparison with previous studies is made. The last chapter is the conclusion, which summarizes the aim of the work and the main findings.

2. Theoretical Framework

2.1 Film in ESL: English curriculum and skills

Film is among the pedagogical tools used in the Norwegian school context; as designing lessons based on film offers teachers in middle school and high school the possibility to cover several competence aims from the English curriculum. Moreover, activities based on film can be used to teach students different skills. There are four basic skills relevant for this investigation which are explained in the purpose of the English curriculum: *Oral skills* are associated with the ability to listen, speak and interact in English. Moreover, such skills involve knowing about the pragmatic uses of the language and understanding different varieties of English. *Being able to express oneself in writing* includes the capacity of communicating ideas in written English, learning orthography and vocabulary, along with having the ability of writing different kinds of texts, which can be formal or informal in accordance with the context. *Being able to read*, which consists of reading and understanding texts with different lengths and complexity levels, acquiring cultural insight, developing reading strategies and learning and discussing different types of information, and, last, *Digital skills*, which refer to the capacity of being able to use technological tools in order to learn the language, communicate and acquire knowledge. Additionally, technology provides the possibility to have access to authentic English. Students can also create different types of texts and reflect upon technological sources (The Norwegian Directorate for Education and Training, 2013a, p. 4).

It is precisely this authenticity that film provides, that gives it a special role in the classroom. Kaiser (2011) claims that film itself is an authentic source material ... worthy of study in foreign language classrooms” (p. 233). Thus, it can be used to listen to the language and improve students’ oral skills. Furthermore, film can also be used to develop students’ pragmatic skills, as students “might infer characters’ attitudes and societal values based on subtle uses of the language, gesture, or even silence” (Kaiser, 2011, p. 242). Film can also be a valuable resource to improve students’ writing skills as teachers can design activities in which students write different texts based on film. Moreover, the investigation of Perez, Van Den Noortgate and Desmet (2013) concludes that film with captions can be helpful to increase both students’ comprehension and vocabulary acquisition (p. 733).

Some scholars have discussed the potential relation between film and the development of reading skills. In this sense, it can be argued that film can be used to motivate students to read. As the study of Raman (2016) indicates, film can help students to familiarize themselves with the texts they have to read; in this sense, reading becomes a more meaningful activity (p. 172). In addition, when film is displayed with subtitles, students have the possibility of exploring the uses of the language; and improving their reading skills. Interestingly, as Kaiser (2011) indicates, students' comprehension of a film can increase with the use of captions because they "rely on reading skills" (p. 244). Furthermore, as Keddie (2014) claims, film can be used to train different skills alongside with reading skills such as critical thinking and visual literacy (p. 74).

Film can also be used to teach digital skills, also known as digital literacy. As Ørevik (2018) states, digital skills focus on two areas: "retrieval and use of digital text sources, and ... the ability to create texts in various digital formats" (p. 245). In this sense, several types of film can be retrieved by the students for them to work with different tasks and they can also make their own films. Interestingly, critical thinking skills are not only touched upon when practicing reading skills, but also when developing digital skills. As Keddie (2017) claims, students can reflect on questions such as "*who created this video and why? ... is this video ethical? ... what genre does this video belong to? ... what motivates people to create videos like this?*" (p. 185).

As stated in the purpose of the English curriculum, "when using the language for communication we must also be able to take cultural norms and conventions into consideration" (The Norwegian Directorate for Education and Training, 2013a, p. 2). Thus, students need to learn about intercultural competence, or the "ability to ensure a shared understanding by people of different social identities, and their ability to interact with people as complex human beings with multiples identities and their own individuality" (Byram, Gribkova & Starkey, 2002, p. 10). Björk, Eschenbach and Svenhard (2014) claim that film is an excellent resource to promote intercultural competence, as it constitutes a reflection about the society in which it is made (p. 196). In the same vein, Yalcin (2013) states that film in the ESL classroom "seems to be a very appropriate tool to enhance the understanding of cultural diversity" (p. 260).

2.2 Teaching with film: organization and methods

In this sub-chapter, three aspects of teaching with film are addressed: the organization of the lesson, teaching methods and learning styles. According to Lillejord, Manger and Nordahl (2011), there are three central moments in a lesson: the introductory part, which includes the presentation of the content of the lesson; the central part of the lesson, where students use the new contents through different tasks; and the conclusion of the lesson, in which the teacher summarizes what has been learned in the lesson (p. 79). For the purposes of this investigation, it is interesting to find out in what part of the lesson film is mostly used. In the Scandinavian Educational Technology Transformation (SETT) conference (2018) Måge gave a lecture about the use of video in education. She explained that videos can sometimes be used in order to begin the lesson. However, Måge (2018) believes that videos are more useful in the central part of the lesson, when students may be tired; and thus, videos can be used to give the students a break from the traditional lesson setting, as students can watch the videos outside the classroom. Even so, videos used in the central part of the lesson should focus on important topics that students have to learn.

Further, teachers have the possibility to show whole feature movies / short films or show clips from them. A number of scholars argue that using clips from films or videos can be time effective (Björk et al., 2014; Lundahl, 2017; Keddie, 2014). Activities based on film can be planned for different moments of the lesson. For instance, Björk et al. (2014) propose that teachers can divide film-based activities into different parts: pre-viewing, while-viewing and after-viewing activities (pp. 198-200). In the same vein, Fisher and Frey (2015) argue that disrupting the film can be beneficial for improving vocabulary and written skills (p. 96).

Teachers' choice of using film in the ESL classroom is often related to their desire of varying methods in the classroom, which is especially important because students acquire knowledge in different ways. According to Kamboj and Singh (2015) it is essential that teachers understand the role of students' learning styles in the classroom in order to promote better learning (p. 290). What is more, if educators want to vary their teaching methods, they must focus on a series of elements such as the students' group, each student, the materials used, the difficulty level and the previous knowledge of the students (Øzerk, 2010, p. 24). In a similar vein, Pisarenko (2017) states that the methodology chosen by the teachers should consider both the level of the students and their learning styles (p. 2).

As a classroom setting presents an ample range of students who possess different learning styles, it can be beneficial to use methods which can reach many students. Kamboj and Singh (2015) researched different teaching strategies concluding that the innovative teaching methodologies function better than the traditional ones. (p. 307). The traditional teaching techniques used in the study of Kamboj and Singh (2015) were lectures and class discussions. The innovative teaching strategies were based on the use of “Real objects, Audio-visual aids, Computer assisted instructions, Role play, Work sheets, Smart Boards, Quizzes, Mind Maps, Team projects, Individual projects, Field trip and Internet access” (p. 295). Film was not mentioned in their research. However, film could be seen as less traditional than lectures and discussions; and thus, it can be assumed that film also has the potential of reaching an ample spectrum of students.

2.3 Learning with film: intelligence types

As shown in the previous sub-chapter, students learn in different ways and this must be considered also when learning a language. While some students learn new knowledge using the language, other students, for instance, acquire knowledge using their visual skills. According to Garner (1983/2011) these individual differences can be explained with the theory of multiple intelligences. He asserts that there are “at least some intelligences ... relatively independent of one another, and ... they can be fashioned and combined in a multiplicity of adaptive ways by individuals and cultures” (Garner, 1983/2011, p. 9). Garner claims that there are seven types of intelligences, which are explained next.

1. Linguistic intelligence: A person that possesses this kind of intelligence has linguistic skills, and manages three different aspects of the language: the rhetorical aspect (the capacity to persuade others using language), the mnemonic potential (the ability to remember information using language as a tool) and language as an explanation, or the possibility to use language to reflect upon language per se (pp. 82-83).

2. Musical intelligence: It is associated with musical skills, an individual with such competence has the “sensitivity to individual tones or phrases, but also to look at how these fit together into larger musical structures that exhibit their own rules of organization” (p. 114).

3. Logical-mathematical intelligence: Individuals that hold logical-mathematical skills are able to identify and solve problems. At the same time, they like abstraction and making mathematical patterns (p. 146).

4. Spatial intelligence: Persons that possess this kind of intelligence have visual perception skills, the capacity to modify their visual experiences and the ability to reproduce their perceptions, even when the objects perceived are absent (p.182).

5. Bodily-Kinesthetic Intelligence: It is possessed by persons that have body skills, such as body motion, or the ability to manipulate objects. There are several individuals that possess bodily-kinesthetic skills, such as swimmers, artisans or actors (pp. 218-219).

6. The intrapersonal intelligence. It is the ability to understand, level and control one's emotions, in order to behave accordingly (p. 253).

7. Interpersonal intelligence: Individuals that have interpersonal skills possess the capacity to understand other persons. They can notice their feelings, incentives and goals (p. 253). Students with such a type of intelligence can easily understand the personality of film's characters and what motivates them to act as they do.

In later years, Garner has proposed that there also exists a naturalist intelligence, which is "the capacity to recognize instances as members of a species" (Garner, 2006, p. 19). In this context, it is of importance the study of Garner (2000) about the influence of technology in the learning process. He concludes that "the new technologies make the materials vivid, easy to access, and fun to play with – and they readily address the multiple ways of knowing that humans possess" (p. 35). Garners' research on the influence of technology is relevant for this investigation, as film is among the numerous technological resources which can be used in the ESL classroom.

2.4 Motivation and autonomy

Today's students can be motivated by using technology, as Bergmann and Sams (2007) claim, such students "grew up with Internet access, YouTube, Facebook, MySpace, and a host of other technological resources" (p. 20). Accordingly, film can be a good resource to teach ESL. Most of this generation's students are not only used to watch movies and play video games, but they also have the ability to make clips and share them with acquaintances.

Consequently, teachers should consider students' technological experience and expertise in their lessons (Bahloul, 2012, p. 1). Scholars agree on the fact that motivation is a fundamental aspect in language learning (Lasagabaster, Doiz & Sierra, 2014; Aponte-Moreno, 2012). Integrating students' technological expertise when learning ESL can motivate students in different ways. For instance, most students enjoy using YouTube; and if their teachers ask them to create videos and share them on YouTube, they may work harder because their products will be seen by an authentic audience (Petty, 2018, pp. 88-89). Furthermore, film-based activities can increase students' curiosity; and thus, they become interested in the topic studied. Materials that are interesting also have an impact on language learning (Keddie, 2014, p. 74). In this sense, both hemispheres of students' brain are active when watching a film; the left hemisphere, which performs logical tasks, and the right hemisphere, which is the most creative side of the brain. The stimulation of both hemispheres of the brain enhances memorization and language learning (Diadori, 2012, p. 263).

What is more, motivation plays an important role in developing students' autonomy. The notion of learners' autonomy can be defined in different ways. For instance, the *Common European Framework of Reference for Languages* (CEFR) refers to it as the ability to learn or "savoir-apprendre"; or the ability to incorporate new knowledge by developing language learning skills which allows the learner to handle challenges and identify opportunities to learn the language (CEFR, 2011, p. 106).

In a similar vein, Fenner (2018) states that learners' autonomy can be understood as "both the process of learning a foreign language and learning to learn" (p. 283). The concept of student's autonomy has influenced the school system in Norway, where learners are expected to develop learning strategies in order to learn English. In the purpose of the English curriculum it is stated that learners should be "aware of the strategies that are used to learn a language, and strategies that help [them] to understand and to be understood ... It is also important to establish [their] own goals for learning, to determine how these can be reached and to assess the way [they] use the language" (The Norwegian Directorate for Education and Training, 2013a, p. 2). Film is among the teacher resources which can be used in order to improve students' autonomy, considering that the students can develop different skills and improve their English knowledge watching film. As the study of Al-Mahrooqi and Naqvi (2014) concludes, film-based activities can increase students' autonomy (p. 215). This potential is investigated in this study.

2.5 Types of film

As Pegrum (2008) argues, film is a vastly well-known medium (p. 145). It can be an excellent resource in the ESL classroom. There are many types of film; one popular type of film is *feature movies*, which are “mental visualizations translated into a form that can be shared with an audience” (Glen, 2012, p. 15). Feature films can be considered good pedagogical tools, as they are by definition clear at the narrative level and by using music, colors and lights they create identification with the protagonists (Penne, 2010, pp. 194-195). It can be assumed that if students identify themselves with the persons in the narrative, this can generate motivation for further work. Likewise, *short films* use image, sound and movement to communicate the message of the creator (Mantei & Kervin, 2016, p. 485). However, short films have, obviously, a much shorter running time, and as Sundquist (2010) claims, this enables teachers to “begin and end a film with pre-and post-viewing activities over the course of one day’s lesson plan” (p. 123).

Another popular type of film is *online videos*. Keddie (2014) proposes that there are some genres of online videos which can be useful for teachers, such as video content from yesterday, television, branded content, video memes and fads, caught on camera, advertising, music videos, presentations, instructional and demonstrational videos, science videos, video bloggers, talent, pranks stunts and practical jokes.

Video content from yesterday refers to the archive of videos from the 20th century which is available online. Some of the most important videos from yesterday are early moving pictures, historical speeches, historical footage, old newsreels, famous sporting moments and public information films and propaganda (Keddie, 2014, p. 47).

The second online genre is *television*; and almost every important television clip can be found online. Teachers can make use of famous television moments, clips from game shows, clips from cooking shows, comedy clips, parts from documentaries, television interviews, news reports, weather forecasts and programs for children (ibid).

Next, *branded content* refers to numerous video clips and television highlights which teachers can legally access online as many television channels, news organizations and sports agencies have their own websites or YouTube channels (Keddie, 2014, p. 47). *Memes and fads* are also videos which can be used in the classroom, such videos become widespread

because people send them to each other on the internet; they turn out to be a trend or fad due to their popularity. Many of such videos have their own Wikipedia pages (Keddie, 2014, p. 48). Another type of video which can be used by teachers is *caught on camera*. As Keddie (2014) explains, video-recording devices are used by more people every day. Hence, everything from accidents, incidents, crimes, babies and animals are video-recorded and shared online (p. 49).

Advertising videos can also be used in the classroom. Advertisers try to generate as much interest as possible in their products. Advertising videos with a compelling narrative can be used to teach languages. There are also many short films available online, produced both by professionals and amateurs, which can be used in the classroom (Keddie, 2014, p. 51). An additional type of video is the music video which includes both videos featuring a singer or a band, and user-generated musical content (Keddie, 2014, pp. 51-52).

Content presentations are also an important source of online videos because people from different backgrounds share their thoughts online. In this context, it is more usual to record conferences and share them online. In effect, there are many popular global communities where people from different disciplines share their ideas, two examples would be TED and Big Think (Keddie, 2014, p. 53).

Additionally, there are other popular types of video such as *instructional and demonstrational videos*, where people share their expertise; *science videos* where it is possible to see experiments and demonstrations; *video bloggers*, where particularly young people share their ideas and opinions; *talent*, which include videos where the talent of people around the world is shared; talent videos are usually published on YouTube. *Pranks stunts and practical jokes* are also found online, because the internet is a great source to find videos of people doing funny or dangerous things (Keddie, 2014, pp. 53-55).

Moreover, there are two additional types of film that are frequently used in the ESL classroom: teacher-made videos and student-made videos. On the one hand, as Garrido Hornos (2012) states, teachers can make videos in order to control oral activities in the classroom (p. 283). Obviously, teacher-made videos can also have other purposes. In the SETT conference (2018), Måge proposes that teachers can create content videos about important topics. On the other hand, student-made videos are often used by teachers to assess students' knowledge (Fisher & Frey, 2015, p. 84). Måge (2018) also points out that students

can make videos in order to practice for their examinations. Furthermore, they can use their videos for self-assessment.

2.6 Possible uses of film

Film is a versatile pedagogical resource, which can be used in numerous ways. As already explained, film can be a good resource to motivate students to read texts on the curriculum (Raman, 2016, p. 172). There are other potential uses of film in the ESL classroom which are described in this sub-chapter.

One possible way of using film is to promote group work, by letting students work with filmmaking. As Keddie (2017) proposes, filmmaking is a collaborative activity where students need to choose actors, write scripts, film and edit (p. 179). This kind of film-based activity appeals to the students. According to Theodosakis (2012), filmmaking “is an opportunity to connect students’ passion for creating media with [teachers’] educational objectives” (p. x). Moreover, working with film is related to teaching students using entertainment. As Diadori (2012) explains, filmmaking is associated with “edutainment” (education and entertainment) (p. 258).

Film can also be an excellent tool to give feedback to students. Firstly, as Garrido Hornos (2012) claims, when students’ interactions are video-recorded it is easier for teachers to correct mistakes after students finish the oral activity, since they do not need to interrupt the interactions of the students (p. 285). Secondly, Måge (2018) claims that teachers can make videos in order to give students general feedback on their learning progress.

Furthermore, film is an authentic source material which allows students to listen to Global Englishes. As Kaiser (2011) states, film incorporates many of the varieties of English that students will encounter in real life situations (p. 233). In this sense, the research of Pisarenko (2017) concludes that this pedagogical resource can increase knowledge of the foreign language in general (p. 15). Furthermore, film allows students to learn more about the target country. In this sense, “films are windows into a culture” (Yalcin, 2013, p. 265). The fact that students learn more about the culture of an English-speaking country through film can be helpful to teach them language pragmatics and to develop their intercultural competence (Björk et al., 2014, p. 196).

Moreover, film is a good resource for making presentations. In this sense, Petty (2018) states that screencasts can be used by both students and teachers. Students can show their competences or knowledge of a topic and teachers can make content videos (p. 27). Student-made videos can also be an excellent resource for assessing the knowledge of students who do not like to perform in front of the class. As Keddie (2018) claims, “there will also be students for whom performing in front of a camera is less daunting than performing in front of the class” (p. 126).

Videotelling is another possible use of film, the term can be understood as a class activity where “[q]uestions, discussion, and analysis come first. A full viewing of the video comes later” (Keddie, 2017, p. 1). A related activity is digital storytelling. In this activity the students do not use videos from other sources, but they present their own stories in digital format (Al-mahrooqi & Naqvi, 2014, p. 217).

Film can be used to flip the classroom as well. Bergmann and Sams (2007) state that in the flipped classroom “which is traditionally done in class is now done at home, and that which is traditionally done as homework is now completed in class” (p. 13). In other words, the students review the contents for the lesson at home and work with the new topics in the classroom. Petty (2018) explains that one can also practice the in-class flip, which consists of a lesson where the students work with a short content video in the beginning and devote the rest of the lesson to work with the new knowledge (p. 3).

Lastly, Måge (2018) states that teacher-made videos can be used to share teaching lessons or ideas with colleagues. She also proposes that teacher-made videos are quite effective to give instructions to the students. Moreover, she argues that it is important that the students can see the teacher in the video. The teacher must try to maintain eye contact with the viewer. This can help to create a closer relation with the students. Teacher-made videos can help students to obtain a better in-depth learning because students can see them many times; and thus, they will have the possibility of knowing the most essential concepts well.

2.7 Advantages and disadvantages with the use of film

As has been stated in the previous chapters, film is a teaching resource that can benefit the ESL classroom in several ways, i.e. film-based activities can be used to develop

students' basic skills and to cover different competence aims from the curriculum; film can be used in order to vary the teaching method; it can also be a tool to increase students' autonomy and motivation; and film allows access to authentic material. In addition, film can be a tool for teaching students who master different levels of the target language. The use of content videos can be advantageous in order to reach a wide range of students because teachers "often move too fast for some students and too slowly for others" (Bergmann & Sams, 2007, p. 24). The major advantage of content videos is that students can review the content of a video as many times as they need to in order to grasp it. Thus, content videos can be effective for reaching students with different abilities in the ESL classroom. Bergmann and Sams (2007) claim that content videos can be a resource to attain "real life differentiation" (p. 28). In the same vein, Mâge (2018) says that when students learn content using video, the student is "the boss". In other words, content videos accomplish the role of the teachers, in the sense that students learn by watching these videos. Moreover, the students can control when the teacher from the video talks and how many times this teacher repeats the topics, which can both motivate the students and increase their learning.

There are some drawbacks with using film in the ESL classroom. First, film can sometimes be difficult to understand as its message is conveyed fast: "with film the flow of information across the screen is rapid and nearly instantly gone" (Kaiser, 2011, p. 234). Second, many ESL teachers find film is time-consuming; this idea is related to feature films. Third, some students misunderstand the purpose of watching film and can become passive viewers. As Fisher & Frey (2015) state, "when the lights go down in the classroom, some students move to a passive state, expecting entertainment rather than learning" (p. 84).

3. Methodology

This chapter begins with an overview of the research methodology. Next, a description of the participants is given. Moreover, the materials used are described in detail, and the procedure for the implementation of the study is provided; the way in which results are given is also presented. Finally, the limitations and validity of the research are discussed.

3.1 Mixed- Methods

This study was conducted using a mixed methods approach, which combines aspects of the quantitative and the qualitative research methods. According to Creswell and Creswell (2018), “the integration of qualitative and quantitative data yields additional insight beyond the information provided by either the quantitative or qualitative data alone” (p. 4).

Qualitative research can be adequate for gathering information about the opinions of persons or groups; quantitative research is suitable for obtaining data which is usually analyzed using statistics (ibid). Hence, the main difference between these methods is that qualitative research “is framed in terms of using words ... rather than numbers (quantitative [research])” (Creswell & Creswell, 2018, p. 3). Both approaches can be valuable for understanding the process of learning/teaching a second language (McKay, 2010, p. 9). The present study used a teacher questionnaire in order to collect the quantitative data and teacher interviews to obtain the qualitative information.

The mixed methods design used in this study is known as Explanatory Sequential Mixed Methods Design. Such a type of research includes two phases of data collection. First, the quantitative data is collected, and the data is analyzed. Second, the quantitative results are used in order to design the qualitative instrument. The main idea is to gather further insights into confusing, contradictory or atypical data (Creswell & Creswell, 2018, pp. 215-216). In this case, the teacher questionnaire was conducted first, and the interview guide was designed after analyzing the findings from the teacher questionnaire. Further information about this procedure is provided in sub-chapter 3.4 implementation and results.

3.2 Participants

The respondents to the teacher questionnaire were selected through a random sample in which “each individual in the population has an equal probability of being selected” (Creswell & Creswell, 2018, p. 150). The teacher questionnaire was posted in two online Facebook groups for English teachers in Norway and it was also sent to 26 high schools in Oslo, 22 middle schools in Oslo, 34 high schools in Akershus and 16 middle schools in Akershus. In this research project, respondents had to be English teachers in Norwegian middle school or high school. Information about age, gender, ethnicity or educational background was not considered when selecting the participants.

Some of the interviewees were also selected through a random sample, as the teacher questionnaire ended with an invitation to participate in a teacher interview (see Appendix 1). Two teachers sent me their contact information in order to be interviewed. The rest of the participants were chosen through a convenience sample, in which “respondents are chosen based on their convenience and availability” (Creswell & Creswell, 2018, p. 150). In this case, teacher acquaintances from three different schools were contacted.

3.3 Materials

In this sub-chapter the two research instruments used for this study, the teacher questionnaire and the teacher interview, are described. The advantages and disadvantages of each research method are also presented.

3.3.1. Teacher Questionnaire

According to Creswell and Creswell (2018), a questionnaire “provides a quantitative description of trends, attitudes, and opinions of a population” (p. 147). Thus, this instrument was considered adequate for this study. However, McKay (2010) states that there are two main drawbacks of using such a research method. First, respondents can give false information; and second, sometimes respondents can give superficial responses (p. 36). The teacher interviews were carried out in order to reduce these types of limitations.

The questionnaire used for this research project was designed with Google Forms, which is an online survey tool (see Appendix 2). It consists of 22 questions, the purpose of which was to provide information about the three research questions: when is film used in the ESL classroom, how is film used in the ESL classroom and why is film used in the ESL classroom.

The questionnaire begins with an introductory part where respondents are asked to give background information. They are asked to state their gender, age, educational background, the levels that they teach and their years of experience as a teacher, as those who answered the initial questionnaire constituted a random sample.

Question 1: “Do you use film in your English lessons?” is an alternative-answer question, where the respondents had to choose between “yes” or “no”. Next, respondents who answered “yes” were asked to proceed to question 2. Respondents who answered “no” were asked an open-ended question “please explain why you do not use film”. Respondents who did not use film did not need to proceed with the questionnaire. The purpose of Question 1 was to determine which teachers from the sample used film; and thus, were relevant for the study. In addition, this question examined the reasons that some teachers might have for not using this teaching resource.

Next, question 2: “How often do you use film in your lessons?” intended to gather information about the research question when is film used. This question has the format of an alternative-answer. Respondents could choose between the options: “Every lesson”, “once a week”, “once a month”, “twice in a school year” and “never”. In addition, they could choose the option “If other, please specify” if their teaching practices did not match the proposed alternatives.

Question 3: “What types of film do you use in your English lessons? (You can check more than one answer)”. This question is in a checklist format, so respondents could check different categories such as “videos”, “documentaries”, “feature movies”, and so forth. The option “If other, please specify” was also given for this question. Question 3 was closely related to question 4 “on average, how often do you use each type of film”. The idea was to determine the types of film used by the teachers in order to find the frequency of the use of each. In this sense, question 3 and 4 are related to the research question when is film used.

Question 4 is a close-ended question with a Likert-scale format, so the respondents were asked to rate the types of film (videos, documentaries, feature movies and so forth) based on how often they were used (never, hardly ever, often and all the time).

Subsequently, question 5: “Do you use whole films or clips from films in your teaching?” has the alternative-answer format. Respondents could choose between “whole films”, “clips” and “both”. In order to gather a better insight into the answers, question 5 also includes an open-ended question: “Please comment on your answer”. The purpose of question 5 was to obtain information about the research question how is film used.

Next, question 6: “When do you use film? (You can check more than one answer)” is a question in a checklist format. The respondents could check the alternatives: “at the beginning of the lesson”, “in the middle of the lesson” and “at the end of the lesson”. This question was designed to shed light on the research question when is film used.

The main purpose of question 7: “What kind of topics do you address through films/clips? (You can check more than one answer)” was to obtain information about the research question how is film used. Question 7 is in the checklist answer format. Respondents could check the answers: “novels”, “poetry”, “plays” and so on. As film can be used to teach a wide variety of topics, the option “if other, please specify” was also given.

Question 8: “When you design activities based on film, what competence aim(s) from the English curriculum do you expect that your students achieve? (You can check more than one answer)” was aimed to answer the research question why is film used. Question 8 is also in the checklist answer format. Respondents could choose between different competence aims such as “express oneself fluently and coherently”, “write different types of texts with structure and coherence”, “understand and use an extensive general vocabulary”, and so forth. As the English curriculum includes other competence aims which might be related to the use of film in the ESL classroom, the option “If other, please specify” was given.

Thereafter followed question 9: “Do you develop your own, specific, learning goals from the chosen curriculum aim(s)? Please explain” also explores the research question why is film used. The respondents had the possibility to express their ideas freely as this is an open-ended question.

Question 10: “In order to map your views of film in English teaching, please select an answer to each of the following statements” has the Likert-scale format; thus, respondents

had to rate different statements such as: “Film can be used to improve students’ intercultural competence”, “film is a useful resource to teach students with different learning styles”, “my students make videos where I can assess different skills”, and so on. The statements could be rated according to these categories: “strongly disagree”, “disagree”, “neutral”, “agree” and “strongly agree”. The statement: “I design activities based on the flipped classroom” aims to gather information about the research question how is film used. The rest of the statements are designed in order to obtain information about the research question why is film used.

The main idea behind question 11: “Teacher-made videos can be used in different ways. Please select the options that apply to your classroom (You can check more than one answer)” was to gather information about the research question why is film used. Question 11 is in a checklist format. Respondents could check the options: “I do not make videos”, “I give feedback using videos”, “I make videos about content from the Curriculum” and “I make videos to repeat a topic”. The option “If other, please specify” is also given.

In the same vein, the purpose of question 12: “Student-made videos can be used in different ways. Please select the option(s) that apply to your students (You can check more than one answer)” is to obtain information about the research question why is film used. Question 12 has a checklist format. Respondents could check these alternatives: “my students do not make videos”, “my students make videos to practice for their oral presentations”, “my students make videos to document their content discussions”, “my students make videos which function as final examinations” and “if other, please specify”.

Question 13: “When you design activities based on film, what skills do you aim to improve? (You can check more than one answer)” has a checklist format. Respondents could check different options such as “reading skills”, “writing skills”, “listening skills”, and so forth. The purpose of this question was to explore the research question why is film used.

Question 14: “Are there advantages of using film in the ESL classroom?” and question 15: “Are there disadvantages of using film in the ESL classroom?” are open-ended questions, which allow the respondents to develop their ideas. These questions were designed in order to gather information about the research question why is film used.

The main idea behind question 16: “What types of activities, based on film, do you design for your lessons?” is to obtain information about the research question how is film used. This is an open-ended question; and thus, respondents can express their thoughts freely.

Question 17: “Do you teach Global Englishes?” has the alternative-answer format. Respondents could answer “yes” or “no”. Those who answered “no” were asked to proceed to question 19. The rest of the respondents were asked the open-ended question “Do you think that film is useful to teach Global Englishes?” Question 17 aimed to gather information about the research question why is film used.

Next, question 18: “Do you use film with subtitles?” is designed to obtain information about the research question how is film used. Question 18 has an alternative-answer format. Respondents could answer “yes” or “no”. Respondents who answered “no” were asked to proceed to question 20. In order to gather a better insight into their answers, they were asked an open-ended question: “Please explain the main reasons”.

Question 19: “In what language do you display subtitles?” is closely related to question 18, and also aims to gather information about the research question how is film used. Question 19 is in the alternative-answer format. Respondents could choose between the alternatives “English”, “Norwegian”, “English and Norwegian” and “if other, please specify”.

The main purpose of question 20: “In what way(s) can film help to develop your students’ autonomy? (You can check more than one answer)” is to obtain information about the research question why is film used. Question 20 has the checklist format. Respondents could check different alternatives: “film does not improve my students’ autonomy”, “they can work independently”, “they can think on their own”, and so on. In order to gain a better insight into the chosen alternative, respondents were asked to answer this open-ended question: “Please comment on your answer”.

The last two questions, “Please explain the main reason(s) for the use of film in your English lessons” and “do you have other comments about the use of film in the ESL classroom?” were open-ended questions which purpose was to gather more information about the research question why is film used.

3.3.2. Teacher Interview

An interview is a valuable instrument to find information about the perspectives of the respondents. As McKay (2010) states, interview questions “can be designed to find out more about teachers’... opinions and attitudes about various aspects of language learning” (p. 51).

The present study was conducted using an interview guide approach, i.e. some questions were designed to ensure that every respondent talked about the same themes (McKay, 2010, p. 52) (see Appendix 3). Some drawbacks with using interviews are that sometimes the interviewee may answer what they believe that they are expected to say. Furthermore, when using an interview guide there are interesting topics that may arise during the conversation which are not explored further (McKay, 2010, pp. 51-52).

The teacher interview was conducted in the workplace of the teachers. The questions asked were directly related to the research questions, i.e. when is film used, how is film used and why is film used. The interview began with some background information about the teacher's age, experience and educational background. The first question: "In what part of the lesson is it better to use film? Why?" aimed to gather more information about the research question when is film used. Questions 2 "Do you use pre-viewing, while-viewing and post-viewing activities? Why?" and 3 "Do you use film in order to flip your classroom? Why?" were designed in order to gather more information about the research question how is film used.

Questions 4 to question 8 "is the main purpose of using film to improve students' basic skills or to teach a topic from the curriculum? why?", "do you design your own specific learning goals from the competence aims of the curriculum which can be covered working with film? why?", "can some of the basic skills be improved by the use of film with English subtitles?", "what are the main reasons of using film in your lessons?", and "what are your experiences of using film in the ESL classroom?" aimed to obtain further insights into the question why is film used.

3.4 Implementation and Results

3.4.1. Implementation

The present project consisted of two phases. In the first phase, the online teacher questionnaire was responded to. This questionnaire was posted in two Facebook groups for English teachers in Norway in January 2019 (see Appendix 4a). These groups have numerous members; and thus, the questionnaire could potentially be answered by many teachers. The questionnaire was answered by 20 teachers after two days. A drawback of distributing the

teacher questionnaire in these groups is that many teachers post their ideas on different topics in the groups and after a few days the posts published for this investigation were not at the top of the page any longer. Consequently, it can be assumed that many teachers never saw them.

Three days after posting the questionnaire in the Facebook groups, the teacher questionnaire was sent to 26 high school and 22 middle schools in Oslo. The teacher questionnaire was sent to the school management. Only 5 managers answered the e-mail; and thus, it is difficult to determine how many of them actually did send the questionnaire to their teachers. In addition, the teacher questionnaire was sent to the management of 34 high schools and 16 middle schools in Akershus. In this case, only 2 school managers replied to the e-mail (see Appendix 4b). The access to the questionnaire was closed on January 30, 2019.

Next, the findings of the teacher questionnaire were analyzed. The results were summarized by Google Forms into different graphs. There were 61 respondents, but only 59 of them were relevant (two respondents did not teach in middle school or high school). The graphs generated by Google Forms could not be modified. Therefore, the data from Google Forms was downloaded into Microsoft Excel, and the information given by each participant was checked. Google Forms gave information about the date and time when each respondent completed the questionnaire. The information downloaded into Microsoft excel was useful to verify which questions had been answered by less than 59 respondents. In some cases, not all the participants completed all questions. Next, graphs were designed in Microsoft Excel and the results were analyzed. Based on the findings, the interview guide was designed.

In the second phase, the teacher interviews were conducted. The teachers who were going to participate in the interviews were contacted; and the interviews were carried out at a date and time chosen by the teachers. Furthermore, the teachers received the interview guide beforehand so they could reflect on their answers. The interviews were conducted between mid-February and mid-March 2019; they were audio recorded and notes were also taken. The names of the interviewees are kept anonymous; consequently, they are referred to by numbers, i.e. teacher one, teacher two, teacher three, and so forth. The interviews were transcribed and the findings were summarized. At last, the results of the questionnaires were integrated with the results of the interviews and analyzed. The main conclusions of this analysis can be found in Chapter 5.

3.4.2. Presentation of the results

The questions of the teacher questionnaire are presented under the following themes: Personal information, types of film and frequency of their use, film use in the ESL classroom, competence aims and skills; and benefits and drawbacks. Accordingly, the findings are not presented in numerical order (see Appendix 5 for a detailed overview of what questions belong to each theme).

However, the results of the interviews appear in chronological order. In order to preserve the original data, the wording and spelling used by the teachers in the open-ended questions of the questionnaire have not been altered. In the interviews, the teachers could answer in their preferred language. The answer given in Norwegian is summarized in English. Furthermore, an overview of the most important parts of the interviews is presented in the appendices.

3.5 Validity and Limitations

The teacher questionnaire was sent as a pre-test to a colleague in order to eliminate any misunderstandings and non-functioning questions. The teacher had no problems completing the questionnaire. Furthermore, the project includes both a teacher questionnaire and teacher interviews, and the use of two methods of collecting data increases the validity of the investigation. Moreover, the questionnaire includes several questions exploring the same themes to check internal consistency. The use of an interview guide also strengthens the validity as all interviewees answered the same questions.

There are, however, a number of limitations. The study was conducted in a short timeframe; and not all teachers who received the questionnaire could set aside time to complete the questionnaire. The teachers who participated might be more interested in the use of film, than those who did not participate. Moreover, the random sample of teachers resulted in a quite homogeneous group with mostly female respondents.

4. Results

As mentioned in the previous chapter this thesis' research is based on a mixed methods approach. The quantitative data was obtained through a teacher questionnaire and the qualitative data through teacher interviews. The results from the questionnaire are presented in sub-chapter 4.1. In sub-chapter 4.2, the findings from the teacher interviews are described.

4.1. Quantitative results: Teacher questionnaire

4.1.1. Personal Information

The introductory part of the questionnaire aims to gather background information about the respondents. 59 teachers who work in middle school and/or in high school decided to answer the questionnaire. Most of the respondents are female teachers (86%) (see Figure 1a, Appendix 6). The results also show that teachers from different age groups answered the questionnaire. The age range is from 25 to 62 years old, and the largest group of respondents is between 31-40 years old (34%) (see Figure 1b, Appendix 6).

The respondents have different educational levels. The majority (63% of the respondents) have a master's degree. 22% of the respondents have a bachelor's degree. 12% of the respondents describe themselves as English teachers and 3% of the respondents have a PhD (see Figure 1c, Appendix 6). Furthermore, the respondents teach English at different levels. 56% teach English at high school and 27% of the respondents teach in middle school. 17% of the respondents teach both in middle school and high school (see Figure 1d, Appendix 6). Respondents' experience as English teachers is also quite diverse; some respondents have one year of experience while others have been teachers for 32 years. The largest group of the respondents (34%) has been teachers for a short time (between 1-5 years) (see Figure 1e, Appendix 6).

4.1.2. Types of film and frequency of their use

The purpose of the first question, “do you use film in your English lessons?”, is to determine if teachers use film in their lessons. 98% of the respondents use film in their classrooms (see Figure 2, Appendix 6). The respondent who does not use film in his lessons stated that “[he] only [uses] very short clips, no longer than 2 minutes. And [he uses them rarely]. This is because students ‘fall off’ if the films are too long if they aren’t interested. We only watch one movie a year because it’s in the curriculum”. In this context, it is of importance to notice that this respondent *does* use film, but as he remarks, not very often. Some respondents answer the question “Please explain why you do not use film” with their reasons for using film. Their answers are summarized in sub-chapter 4.1.5 (Benefits and drawbacks).

The answers to question two, “how often do you use film in your lessons?”, indicate that the majority of the respondents use film quite often. 37% use it once a month, and 37% once a week. There were some answers to the category “if other, please specify”. For some teachers the use of film is related to different topics or levels: “Different on different level and subjects. Question too general. One subject perhaps short clips or short films every lesson. Other subjects 2-4 ordinary films a term”. Other respondents explain that they use film in categories that are not present in the check list, such as three times a month, every other day, every two weeks, more than once a week, a clip every lesson, once every other month, every week and four times a year. Some respondents provide more general answers, such as “after each unit” (see Figure 3a, Appendix 6). Interestingly, when the respondents are divided by levels taught, the results are slightly different. A large number of middle school teachers use film either once a week (38%) or once a month (38%). In contrast, slightly less than half of the high school teachers tend to use film once a month (45%). Most of the respondents who teach both in middle school and high school use film once a week (70%) (see Figure 3b, Appendix 6).

Question 3, “what types of film do you use in your English lessons?”, aims to find out the types of film which are used the most. The findings indicate that videos, documentaries and feature movies are used more frequently. Videos are used by 95% of the respondents, documentaries are used by 90% of the teachers and feature movies by 75% of the respondents. The least used type of film is teacher made videos (29% of the respondents).

Teachers indicate that they also use other types of film such as short films, trailers, animation, cartoons, talk show segments and “How to dad”, which is a series of videos made by a father from New Zealand about his country and about how to be a dad (see Figure 4a, Appendix 6). If the level taught by the teachers is considered, it can be concluded that the type of film that middle school teachers use the most is videos (94% of the respondents) and the type of film used most frequently by high school teachers is documentaries (97% of the respondents). Respondents who teach in both levels clearly like to use videos (100% of the respondents) (see Figures 4b, 4c and 4d, Appendix 6).

The fourth question, “on average, how often do you use each type of film?”, is closely related to question 3, as it indicates the frequency of use of each film type. The results indicate that the types of film often used by the respondents are documentaries (66% of the respondents), feature films (59% of the respondents) and videos (55% of the respondents). The type of film that the largest group of respondents always use is videos (24% of the respondents). The type of film which the largest group of respondents use less is teacher-made videos (24% of the respondents), which confirms the results from question 3 (see Table 1a, Appendix 7). If the level taught by the teachers is considered, it can be concluded that teachers often show the same types of film mentioned above, i.e. documentaries, feature films and videos. However, the type of film always watched changes. The largest group of middle school teachers (31%) always use videos and the largest group of the high school respondents (21%) always use news broadcasts (see Table 1b and Table 1c, Appendix 7). Respondents who teach in both levels also show videos, documentaries and feature film often. The largest group of these teachers always uses videos (30%) (see Table 1d, Appendix 7).

Question 6, “when do you use film?”, also aims to gather information about when film is used, but not in terms of frequency. The idea is to find out in what part of the lesson film is used. The findings indicate that film is mostly used in the middle of the lesson (90% of the respondents). Film is also often used in the beginning of a lesson (by 88% of the respondents) (see Figure 5, Appendix 6).

4.1.3. Film use in the ESL classroom

This sub-chapter refers to different ways in which film is used in the respondents’ classroom. The findings from question 5, “do you use whole films or clips from films in your

teaching?”, indicate that most teachers use both whole films and clips from films in their lessons (85% of the respondents). 12% of the respondents prefer to use entire films, and only 3% of the respondents prefer to use clips from films. As the respondents explain, time is an essential factor when it comes to choosing entire films or clips from films. They also indicate that the topic and purpose of the lesson are fundamental when choosing to watch an entire film or clips from it. Moreover, one respondent states that entire films can be better to make an impact on the students “Films are a wonderful break for students, and watching complete films helps them form a more well-rounded impression of different topics. It is also much easier to address topics covered in a film if you have watched the whole thing” (see Figure 6, Appendix 6).

Another important aspect related to the use of film in the ESL classroom is the topics that teachers address through it. The findings from question 7, “what kind of topics do you address through films/clips?”, indicate that most of the teachers use film in order to discuss English-speaking countries’ cultures and social conditions (97% of the respondents). Film is also used to address historical events by many (90% of the respondents). Film is used less in order to refer to mathematical information (only 3% of the respondents do so). Other topics stated by the respondents are: News, statistics, opinions, fun, racism, stereotypes, love, friendship and social events. Moreover, one respondent refers to “SDGs [Sustainable Development Goals, which are goals set by the United Nations to transform the world], social issues documentaries, campaigns, specialized videos on English language ...”, (see Figure 7, Appendix 6).

Furthermore, question 10, “in order to map your views of film in English teaching, please select an answer to each of the following statements”, contains a statement which relates to the use of film in the ESL classroom: “I design activities based on the flipped classroom”. The flipped classroom can be advantageous as explained in the theoretical frame. However, 16% of the respondents strongly disagree, 25% disagree and 45% are neutral, which indicates that this is not a common practice by most ESL teachers in Norway (See Table 2, Appendix 7).

The use of teacher-made videos as well as student-made videos are explored in questions 11 “teacher-made videos can be used in different ways. Please select the options that apply to your classroom”, and 12 “student-made videos can be used in different ways. Please select the option(s) that apply to your students”. The findings indicate that most

teachers do not make videos (71%). Some teachers explain that they have just made few videos and others indicate that they use videos made by other teachers (see Figure 8, Appendix 6). According to the findings, student-made videos are more used than teacher-made videos, as only 24% of the respondents state that their students do not make videos. 47% of the teachers state that their students make videos to practice for oral presentations and 47% of the respondents say that their students make videos to document their content discussions. Other comments from the teachers include that their students use videos as revisions, videos as part of projects and in order to “present the process and result of a project” (see Figure 9, Appendix 6).

Question 16, “what types of activities, based on film, do you design for your lessons?”, is an open-ended question, which allows the respondents to explain the activities that they design using film. The findings indicate that film can be used in multiple ways, some of the activities named by the respondents are: written, oral, reading and listening-comprehension tasks, questionnaires, vocabulary exercises, reflection tasks, film review, debates, creating scenes, reports, roleplays, making trailers, analysis of content, peer-assessment, the study of a historical period, groups tasks and cultural immersion (see Question 16, Appendix 8).

At last, the use of subtitles is explored in questions 18 “do you use film with subtitles?” and 19 “in what language do you display subtitles?”. As explained in the theoretical frame, the use of English subtitles can help to improve students’ comprehension, vocabulary and reading skills. According to the findings, the large majority of the respondents (98%) display film with subtitles, which can be in English, Norwegian or other languages (see Figure 13, Appendix 6). From this 98%, slightly more than half of the teachers (53%) display film with English subtitles. Comments about the language chosen refer to availability and students’ levels (see Figure 14, Appendix 6). The majority of the respondents explain that the use of subtitles is related to the proficiency level of the students, and that subtitles are used to increase comprehension. One respondent also mentions that subtitles are useful to students with impaired hearing. Other reasons that support the use of subtitles are poor sound quality, difficulty understanding dialects and that students ask for subtitles. Only four respondents relate subtitles to increasing reading skills, and one teacher relates it to improving students’ vocabulary (see Question 18, Appendix 8).

4.1.4. Competence aims and skills

Questions 8, 9, 10, 13, 17, 18, 19 and 20 are closely related as they aim to gather information about competence aims and skills which can be improved using activities based on the use of film. For instance, question 8, “when you design activities based on film, what competence aim(s) from the English Curriculum do you expect that your students achieve?”, explores which competence aims teachers expect that their students improve using film-based activities. The findings indicate that the respondents aim to teach all the competence aims suggested in the checklist question. The majority of the teachers (93% of the respondents) aim to “discuss and elaborate on culture and social conditions in several English-speaking countries”, and to “discuss and elaborate on English language films” (90% of the respondents). One respondent says that film is useful to cover some competence aims for International English (see Figure 11, Appendix 6).

Question 9, “do you develop your own, specific, learning goals from the chosen curriculum aim(s)?” is an open-ended question, which purpose is to explore whether teachers believe that they should design their own specific learning goals from the competence aims of the curriculum which can be covered working with film. Interestingly, this question has not been answered by 51% of the respondents. It is possible that these respondents have never thought about breaking down the general goals from the English curriculum into concrete goals for each classroom lesson. It can be assumed that this is the case of a teacher who provides this answer: “????????”. From the 49% of the respondents who answer, 55% of the teachers answer “yes”, 17% answer sometimes, 14% of the respondents say that they do not need to design such goals, and 14% of the teachers do not answer “yes” or “no” (they just provide additional comments about film) (see Question 9, Appendix 8).

Furthermore, question 10 “in order to map your views of film in English teaching, please select an answer to each of the following statements” contains different statements which aim to determine which competences can be developed with the use of film. The majority of the respondents (58%) strongly agree that film is useful to teach about intercultural competence. Respondents also believe that film is useful to teach students with different learning styles (41% of the respondents strongly agree and 40% agree). In addition, a large number of the respondents assess their students using video (41% agree and 28% strongly agree). Most respondents also believe that film can be used to improve students’

vocabulary (47% agree and 31% strongly agree). The majority of the respondents (56%) strongly agree with the statement that film can be used to access authentic material in English. A large number of the respondents (47% of the teachers) are neutral to the statement about oral skills, which may indicate that film is useful to improve students' oral skills, but they do not consider developing such skills as their main goal when using film. There is some spread in teachers' opinions of the use of film to improve students' digital skills, as 42% of the respondents are neutral to the statement, 32% agree and 12% strongly agree. Only a few of the respondents disagree (10%) or strongly disagree (3%) (see Table 2, Appendix 7).

Question 13 “when you design activities based on film, what skills do you aim to improve?”, explores the basic skills which teachers aim at having their students improve when using film. According to the findings, the respondents mainly aim to improve students' oral skills (88% of the respondents), listening skills (86% of the respondents) and critical thinking (83% of the respondents). Some teachers state that their aim to improve students' cultural skills or factual skills (see Figure 12, Appendix 6).

The use of film in order to teach global Englishes is explored in question 17, “do you teach Global Englishes?”. Most of the teachers (59% of the respondents) teach global Englishes (see Figure 10, Appendix 6). In answering the question “do you think that film is useful to teach Global Englishes?” some respondents answer “yes”, but do not elaborate on their answers. Other respondents explain that film can contribute to exposure to different accents, to access to authentic language and to improve listening skills and oral skills. In addition, one respondent refers to the use of TED talks to teach global Englishes (see Question 17, Appendix 8).

At last, question 20 “in what way(s) can film help to develop your students' autonomy?” explores the potential of film to develop students' autonomy. Respondents could choose between the categories: “film does not improve my students' autonomy”, “they can work independently”, “they can think on their own”, “they can learn the language on their own”, “they can learn how to learn the language” and “if other, please specify”. The results indicate that the majority of the respondents (73%) believe that film can help students to think for themselves. The category “if other, please specify” includes two comments. First, film can be used in order to have group discussions which help students “to notice new things”. Second, film can increase students' critical thinking (see Figure 15, Appendix 6). The teachers who comment on their answers express that film can help students think

critically, it can motivate them to further work, and it can contribute to the improvement of different skills (see Question 20, Appendix 8).

4.1.5. Benefits and drawbacks

The questions in this sub-chapter focus on the pros and cons of using film in the ESL classroom. Questions 14 “are there advantages of using film in the ESL classroom?” and 21 “please explain the main reason(s) for the use of film in your English lessons” are closely related, as the first one focuses on the benefits of using film and the second one on the main reasons for using it. The first question is answered by a number of the respondents with the words “yes” or “many” without further explanations. Some of the principal advantages named are: film is an authentic material, it contributes to enhancing different skills, it motivates students and it helps to vary methods (see Question 14, Appendix 8). There are many answers to the second question. Numerous teachers believe that film is a useful tool to develop different language aspects (oral skills, pronunciation, listening, reading and grammar). In addition, students can become critical thinkers and improve their autonomy. Film gives access to new societies and cultures; it also supports learning about history. Moreover, it gives access to authentic material and it is helpful for teaching different topics. Students like film and it motivates them; because “it is a familiar medium to many students”. Additionally, it is a good way to vary class methods, and to assess students. Film can also be used for a break or for fun, but it can be used for so much more. It can, for example, improve the process of giving feedback and many competence aims can be covered using it (see Question 21, Appendix 8). What is more, one respondent explains that film can reach students with visual intelligence “for some students it is better to get teaching material visualized” (see Question 1, Appendix 8).

On the other hand, there are some drawbacks with using film, as the results from question 15, “are there disadvantages of using film in the ESL classroom?”, indicate. Some respondents answer that the use of film can have drawbacks, but they do not explain their answer further. Some of the most important disadvantages of the use of film mentioned are: it can be time consuming (especially feature films), it can be difficult to understand, some students have problems concentrating during a whole film, or become passive viewers and some students do not take this kind of activities seriously “some students find it hard to keep

from laughing which is frustrating when documenting literary conversations” (see Question 15, Appendix 8).

Question 22 “Do you have other comments about the use of film in the ESL classroom?” allows respondents to comment freely on the use of film. There are few answers to this question. Respondents express that film is a useful resource, which can function as a supplement to their lessons. Furthermore, the lesson plan and objectives must be clear when using film, and the chosen film must be relevant for the topic at hand (see Question 22, Appendix 8).

4.2 Qualitative results: Teacher interviews

In this sub-chapter, the results of the teacher interviews are summarized. First, the background information of the teachers is presented. Next, teachers’ answers to the content questions are described (for a more detailed overview over teachers’ answers see Appendix 9).

4.2.1. Background Information

The interviewees were between 30 and 57 years old. All of the teachers have a formal background in English. Most of them have been English teachers for 11-16 years. One of them has been an English teacher for five years; another teacher has 20 years of teaching experience. Furthermore, two of them have a bachelor’s degree in English and the other three have a master’s degree in English. All interviewees were female teachers.

4.2.2. Content Questions

1) In what part of the lesson is it better to use film? Why?

Teacher one uses feature films from the beginning of the lesson, and videos in the middle of the lesson, she does so in order to teach various topics. Teacher two uses videos in the beginning with the purpose of introducing the topic or in the middle of the lesson, in order to illustrate the content. She uses the entire lesson when she shows feature films. Teacher

three only uses feature films; she uses the entire lesson. She uses feature films to work with topics from the English textbook used in class. Teacher four uses short films in the beginning of the lesson, in order to catch students' attention or in the middle of the lesson in order to practice the topic of the lesson. Teacher five uses the entire lesson with feature films, but she may choose to show the beginning of a film at the end of a lesson. Feature films are used to work with different topics. Furthermore, she uses video clips at the beginning of a lesson as an introduction, in the middle of the lesson to show students "the topic from different angles" and at the end of the lesson in order to sum up.

Only teachers two and five use film at the end of the lesson. However, teacher two does not show films at the end so often; as she states, "in the end of the lesson you don't teach students". She uses videos in the last part of the lesson just for fun. Teacher five believes that film can be useful to summarize the lesson. She also explains that film can be shown in the last part of the lesson, when students are tired. In addition, teacher four explains that she does not use videos to summarize the lesson.

2) Do you use pre-viewing, while-viewing and post-viewing activities? Why?

The activities which teachers design for their students, before watching a film vary. Teacher one uses pre-viewing activities in order to prepare the students for a new topic. She often uses a PowerPoint presentation. Teacher two explains that pre-viewing activities in her lessons consist of giving instructions. Teacher three says that she uses previous lessons as preparation for a film. Teacher four states that she uses pre-viewing activities in order to go through vocabulary or historical background. Teacher five prepares her students by reading texts before watching a film. She also explains that sometimes students work with exercises and she presents a PowerPoint before watching a film.

Furthermore, teachers have different practices when it comes to what they do while their students are watching a film. Teacher one uses while-viewing activities in order to check on the students. She pauses the film, and they have to answer questions. Teacher two only stops the film in order to summarize. Teacher three does not use while-viewing activities. Teacher four uses while-viewing activities when working with videos, but not when watching feature films. The main reason for this is that she has a time limit when watching feature films. Teacher five might stop the film if she wants to explain an aspect of the film, she also says that her students write down key words while watching films.

Moreover, she does not stop the film so often because her students get upset, as they wish to watch the film without interruptions.

All the teachers agree that it is important that students work with post-viewing activities. Teacher one uses discussions or writing activities. Teacher two refers to both written and oral activities. Sometimes, her students make their own videos as a post-viewing activity. Teacher three expresses that her students work with written exercises. Teacher four refers to discussion, analysis and written activities. Teacher five works mostly with oral activities in which her students sum up the content of the film.

3) Do you use film in order to flip your classroom? Why?

Not many of the teachers use film in order to flip their classroom. Teachers one and three believe this is not a good practice as students do not do homework. Teacher one has flipped her classroom once or twice, while teacher three did not have much knowledge about the concept and she has never flipped her classroom. Teacher two has flipped her classroom, but only a few times. She believes that flipping the classroom requires time and organization. However, she often flips the classroom during the framework of her lessons in school, i.e. she shows a content video in the beginning and the students work with exercises the rest of the lesson. Teacher four flips her classroom when students have study days or time off. She often flips the lesson inside the classroom. Teacher five does not possess knowledge about the flipped classroom and her students do not work with films at home. Her students do not watch content videos in the class either.

4) Is the main purpose of using film to improve students' basic skills or to teach a topic from the curriculum? Why?

Most of the teachers agree that film can be used to improve students' basic skills and to teach different topics from the curriculum. Teacher one believes that students can improve their pronunciation and vocabulary. Additionally, students can listen to authentic English. She says that by watching film she can cover the competence aim related to discussing films and students can learn about culture. Later in the interview, she adds that almost all the competence aims from the curriculum can be covered using film. Teacher two states that students can improve their basic skills subconsciously watching film and film can be related to almost any topic from the curriculum. Teacher three explains that her purpose when watching film is mainly to work with topics from the curriculum. In her opinion, students in

middle school do not need to focus on basic skills that much. Teacher four states that film is good to improve student's vocabulary, writing skills and oral skills. Furthermore, students can learn about culture and history. Teacher five believes that oral and writing skills can be improved by watching film. In addition, her students watch film in order to learn different topics from the curriculum.

5) Do you design your own specific learning goals from the competence aims of the curriculum which can be covered working with film? Why?

Most of the teachers do not designed their own learning goals. Teachers one and two use the goals of the curriculum and explain them to the students. Teacher three also uses the competence aims from the curriculum, and she presents them to the students if they have evaluations. Teacher four does design her own goals. She tries to make competence aims from the curriculum more specific by explaining to the students what they should aim for. Teacher five also designs her own goals. She works with the curriculum when designing the plan for the lessons, but she explains to the students what they should learn using her own goals.

6) Can some of the basic skills be improved by the use of film with English subtitles?

Displaying film with English subtitles could be beneficial in order to develop different basic skills; and most of the interviewees believe that English subtitles can have help students to improve certain skills. Teacher one believes that subtitles are useful to students with lower proficiency so they can understand the film. She does not talk about basic skills per se. Teacher two agrees that subtitles are useful to students who possess a lower proficiency level. They can help improve their reading and listening skills. Teacher three mentions the fact that some students learn visually, and subtitles can be helpful to improve students' reading and writing skills. Teacher four agrees with teacher three. She believes that teenagers do not usually read; and displaying film with subtitles can be helpful to get them engaged in the process of reading and watching the spelling of the words. Teacher five explains that students can improve their grammar, spelling and vocabulary, which are connected with the improvement of writing, oral and reading skills.

7) What are the main reasons of using film in your lessons?

There are many reasons that influence teachers' choice of using film in their lessons. Teacher one refers to improving basic skills and learning about culture. In addition, she refers

to the importance of listening to authentic English. She also indicates that film is a good teaching resource so teachers from different subjects cooperate and their students can be assigned tasks that can be evaluated by different teachers. Teacher two talks about the fact that students enjoy film, they learn in an easy and fun way, films are pleasant and they have an impact on the brain; in this sense, new knowledge is easily remembered using film. Teacher three explains that film helps her to vary her lesson and it can be used as entertainment as well. Teacher four explains that she uses short films in order to improve students' vocabulary or grammar and feature films with the purpose of focusing on culture and history. Teacher five says that she mainly uses film so her students can "visualize the topic" and obtain cultural knowledge. She also shows film to summarize the lesson and to "widen [the] horizo[n]" of her students.

8) What are your experiences of using film in the ESL classroom?

All the teachers say that they have positive experiences when using film. Teacher one explains that film works for different types of students. Teacher two states that she has only positive experiences of using film to teach different skills, topics or to promote reflection. In addition, she believes that it is positive to use film in order to prepare students for the conversation part of the oral examination. Teacher three says that her experiences are also positive, but she wishes that her English textbook had more suggestions about how to integrate the topics with different types of film. Teacher four explains that she has positive experiences using film because it helps to "grasp students' attention", students can learn about a topic and listen to authentic English. Furthermore, she states that the use of film can help students to increase their awareness of how they can learn the language. Teacher five says that film is important to vary the methods, and it is important to choose suitable films. She emphasizes that films evoke emotions that help students to remember the acquired knowledge better; and this is helpful when learning languages.

Some drawbacks with using film are described by teachers one and four. Teacher one states that using film can be a negative experience if students do not understand "the point of the movie" or dislike the movie choice. Teacher four explains that she has no negative experiences from using short films. However, when using feature films, she considers that they can be time consuming and she can feel that watching such a type of film "is a waste of time".

5. Discussion

In this chapter, the findings presented in chapter 4 are discussed in order to answer my three research questions. The theory from the theoretical framework is contrasted with the findings in this discussion. Moreover, the results of this study are compared with previous studies.

5.1 When is film used in the ESL classroom?

The findings of this study indicate that film is a teaching resource which is often used in my sample of middle school and high school teachers in Norway (once a month or once a week). The frequent use of film can be related to the fact that film is a teaching resource that can help to develop certain competences. Moreover, as stated in the purpose of the English curriculum film is one of the teacher resources that can “further inspire personal expressions and creativity” (The Norwegian Directorate for Education and Training, 2013a, p. 2). What is more, as teachers in my project indicate, film can be used to meet many competence aims from the curriculum; and the respondents also associate film with a number of advantages, which are explained in sub-chapter 5.3.

Both the questionnaires and interviews indicate that the most used types of film are videos, documentaries and feature films. As explained in chapter two, online videos are very popular in today’s society; it therefore follows that this type of video is among teachers’ favorites. There is mentioning of different types of videos in the theoretical framework, i.e. content from “yesterday”, television, branded content, and so forth. The present study did not establish which of them were used among the teachers. However, teachers who answer the questionnaire were asked about the frequency of the use of advertising (commercials) and music videos. The findings indicate that these types of videos are used by a number of teachers.

Teachers in this study have a tendency to use documentaries and feature films. Documentaries, also called factual films, “deal with actual and factual (and usually contemporary) issues, institutions, and people... and whose methods involve filming ‘real people’ as themselves in actual locations, using natural light and ambient sound” (Kuhn & Westwell, 2012, p. 126). This type of film can be appropriate to teach students about the

current conditions and history of the English-speaking countries, two topics which are important for the teachers of this study. Respondents' preference for feature films is supported by the theory of this study. Feature films can engage students, because content is taught using music, color, sound and movement. As documentaries, feature films can also be suitable to teach culture and history. Interestingly, the findings indicate that high school teachers also have a tendency to show news broadcasts. This could be explained since teachers at this level show news broadcasts to cover the competence aim related to the discussion of news in the English-speaking countries.

In addition, the findings indicate that most teachers use film in the middle of the lesson. As explained in chapter 2, Måge (2018) argues that the most important contents should be taught at this moment. Numerous teachers also show film in the beginning of the lesson. As the teachers explained, film can be used in the beginning of the lesson in order to engage the students; and as explained in chapter two, motivation is essential for second language learning. The interviews were helpful to understand the reasons why teachers use film less at the end of the lesson. Some teachers believe that film to conclude the lesson can be used for fun only, or that it is not helpful to summarize the contents.

5.2 How is film used in the ESL classroom?

There are different practices when it comes to the use of film in the ESL classroom. The findings indicate that most teachers use both clips from films and whole films. Using clips from films is supported by the idea that shorter films/clips can be time effective, as explained in chapter two. The findings of my study indicate that many teachers also show entire films in order to engage students with specific topics. Moreover, the interviews intended to shed light on how teachers organize the activities when they design lessons using film. Teachers explained that their students work with activities after watching a film; post-viewing activities are considered important for the teachers. Not all teachers work with pre-viewing activities. Some devote certain lessons to work with a topic as preparation for watching a film. Other teachers talk about the historical or cultural background; and they may show a PowerPoint. Most of the teachers do not work with while-viewing activities. Some teachers do not stop the film, or just stop to summarize or explain vocabulary. Some teachers

give their students questions or they have to write down key words. As an interviewee points out, the chosen activities can also vary according to the type of film selected.

Furthermore, the findings indicate that film is used as a resource to teach about the culture of English-speaking countries and about their history, which relates to the fact that most teachers intend to cover these competence aims from the curriculum when showing film.

As mentioned previously, the flipped classroom can be advantageous in order to devote more time of the lesson practicing the language. However, the findings indicate that film is not often used to flip the classroom by the participating teachers. Some teachers are unfamiliar with the concept, while others believe that it is not worth flipping the classroom because students do not do homework, and designing such a type of lesson can be time demanding. However, a number of teachers do practice the in-class flip, i.e. students watch a content video at the beginning of the lesson, and they use the rest of the lesson to work with different tasks.

In chapter two, it was stated that teacher-made videos can be good resources to give feedback, promote in-depth learning, to give instructions, to control oral activities and to improve the relation between the teacher and their students. However, most of the teachers in this study do not make such videos. In contrast, they do use student-made videos where their students can document their content discussions or practice for an examination. The use of such a type of video for self-assessment, mentioned in chapter two, is not used by these teachers.

As stated in the theoretical framework, the purpose of the English curriculum refers to different basic skills, i.e. oral skills, writing skills, reading skills and digital skills. Accordingly, when working with film, teachers design activities which can be used to improve these skills. Teachers do not mention digital skills per se, but some of them design activities where students can improve these skills, for example by making trailers. Critical thinking skills are also relevant for many, and they encourage their students to work with debates and reflection tasks. Some teachers ask their students to make trailers, and as explained before, filmmaking can be an excellent way to engage students. Therefore, a number of teachers are interested in the notion of edutainment mentioned in chapter two; and thus, their students work with entertaining and educational activities such as writing film

scenes or performing role-plays. As mentioned in the introductory chapter, high school students should be able to “discuss and elaborate on English language films and other forms of cultural expressions from different media” (The Norwegian Directorate for Education and Training, 2013c, p. 10). Hence, some teachers design activities where film analysis is the main focus. There are other possible ways of using film such as videotelling, digital storytelling and making presentations, which are mentioned in chapter two, that are not used by the teachers in this study.

Another aspect related to the use of film in the classroom is films with subtitles. The findings indicate that most teachers prefer to use them, and many teachers show films with English subtitles. As explained in chapter two, English subtitles can be used to improve comprehension, vocabulary and reading skills. The findings from the questionnaires indicate that teachers use English subtitles mainly to increase students’ comprehension. However, when the interviewees were asked to relate English subtitles to developing certain skills, they referred to reading, writing, listening and oral skills.

5.3 Why is film used in the ESL classroom?

Teachers’ reasons for using film in the ESL classroom are numerous. First, teachers use film in order to work with the competence aims from the curriculum, i.e. those related to culture, history and film analysis. Interestingly, when teachers choose to cover different competence aims from the curriculum using film, not all of them design their own learning goals. It is possible to assume that some teachers have not reflected upon breaking down the competence aims from the curriculum before, as they did not answer the question related to designing their own learning goals in the questionnaire. The interviews intended to shed light on why this is the case; and, it is shown that a number of teachers do not think that it is necessary to design their own goals, as they believe that students understand the competence aims from the curriculum. However, interviewees that design their specific learning objectives explained that it is necessary to develop their own goals so students can work towards the competence aims from the curriculum in a concrete way. Second, teachers believe that film is a good resource to teach intercultural competence; as explained in chapter two, the importance of working with intercultural competence is stated in the purpose of the English curriculum. Third, teachers like to use film in order to reach different types of

students. As explained before, students have different types of intelligences; and thus, they have distinct learning styles. Teachers of this study touched upon students' multiple intelligences when explaining the benefits of film. Some respondents explain that film is a visual teaching resource, which implies that film is a good tool to teach students who possess spatial intelligence. The respondents also point out that film has music and sound which are optimal elements for reaching students with musical intelligence. Furthermore, some teachers also explain that film evokes emotions; which can be useful for students who possess intrapersonal intelligence, i.e. these students learn from analyzing their own feelings. In the same vein, students who have an interpersonal intelligence can easily understand and learn from the emotions which the protagonists of a film show. Students who possess other types of intelligences can also benefit from the use of film. For instance, students with linguistic intelligence can focus their attention on the language used in the film, i.e. the accents, vocabulary and grammar used by the characters. As film consists of moving images, body-kinesthetic students can also learn from it. Likewise, students who have a logical mathematical intelligence can use logical thinking to understand and analyze a film. As explained before, Garner (2000) proposes that technological resources can be used to reach people who acquire knowledge differently; and film can be shown with this purpose. Moreover, different students can be reached when teachers vary class methods; and many of the teachers highlighted that film can be used to vary their lessons. Fourth, film is used to teach different basic skills, of which the most important are oral skills, listening skills and critical thinking. Fifth, as mentioned in chapter two, film incorporates different varieties of English; and thus, film is used to listen to authentic English and learn global Englishes. Sixth, film is used by most teachers in order for their students to learn to think for themselves; and autonomy is important in a Norwegian school context, as explained in chapter two. Seventh, film is also used to improve students' motivation, which is an important aspect when learning languages. As pointed out by one teacher, students engage with film because it is a well-known, and well-liked, medium to them, which is also referred to in the theoretical framework, when explaining that today's students have grown up in a technological society.

Interestingly, almost all the advantages mentioned in the theoretical framework of this study are mentioned by the teachers. The only aspect that is not referred to is the use of film in order to facilitate differentiation. Likewise, all the disadvantages explained in chapter two are named by the teachers, i.e. film can be time consuming, it can be difficult to understand, and some students can become passive viewers when watching it.

5.4 Comparison to previous studies

There were many similarities between the research presented in the theoretical framework and this study. First, film is considered a useful resource to teach different content topics. Second, teachers use film in order to vary their lessons. Third, film is seen as an effective resource to motivate students. The works of Ruusumen (2011) and Lialikhova (2014) and the results in this thesis highlight the importance of film for teaching students about the target language culture. In a similar vein, the results of Ruusumen (2011), of Lialikhova (2014) and of this thesis suggest that film can be used to teach basic skills. Furthermore, the investigations of Ruusumen (2011), Lialikhova (2014) and also this present study conclude that one of the disadvantages of film is that it can be time-consuming. The work of Lialikhova (2014) and this study also suggest that students can become passive while watching film.

However, the results of this study also differ from previous studies in some aspects. The work of Ruusumen (2011) concludes that suitable films are difficult to find. This concern was not mentioned by the teachers in this thesis. Moreover, the investigations of Ruusumen (2011) and Lialikhova (2014) indicate that film is used with less frequency than what the findings of this thesis point to.

Interestingly, as is the case for this thesis, the work of Lialikhova (2014) concludes that most teachers have a focus on post-viewing activities. What is more, teachers tend to use YouTube clips, feature films and documentaries, and such findings are similar to the ones of my study. However, teachers in the work of Lialikhova (2014) prefer to use feature films, while teachers in the present study tend to use videos.

6. Conclusion

This research project has investigated how film is used in Norwegian middle school and high school; according to the perspectives of 59 respondents. The findings were obtained with a mixed methods approach, using a teacher questionnaire together with teacher interviews. The main focus was on answering three research questions: when is film used in the ESL classroom, how is film used in the ESL classroom, and why is film used in the ESL classroom?

In this project, the findings indicate that film is often used by teachers. Most teachers show film either once a week or once a month; and the types of film which are most frequently used are videos, documentaries and feature films. Furthermore, film is mostly used in the beginning or the middle of the lesson.

The results indicate that teachers tend to use both clips from films and whole films with post-viewing activities. Moreover, many teachers use film as a resource to teach content; particularly to teach about the cultures and history of English-speaking countries. Film is also used so students can improve their basic skills. Teachers also frequently ask their students to make videos in order to document their content discussions and practice for their examinations. What is more, film is often shown with English subtitles.

According to the respondents, there are seven main reasons for using film in the ESL classroom: to cover different competence aims from the curriculum, to teach intercultural competence, to reach different types of students, to teach basic skills, to teach global Englishes, to increase students' autonomy, and to motivate students.

This project was conducted in a short timeframe and with a rather homogenous group of respondents. It would be interesting to investigate teachers' use of film based on a more heterogenous sample, and to study the use of film in elementary school. There is certainly a need for further studies on the use of film in Norway.

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Appendix 1: Interview invitation



Teachers' viewpoints on the use of film


Thank you very much for your help!

In order to gather more information about the topic, I would like to interview some teachers (the answers to the questionnaire will still be anonymous). If you would like to participate in an interview kindly send me your contact information to: yelitze@familienanne.no

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Appendix 2: Teacher Questionnaire



Teachers' viewpoints on the use of film

Dear Teacher,
I am a Master student at Østfold University College. This semester, I am writing my Master's thesis; therefore, I will conduct a research about teachers' viewpoints on the use of film in the English as a Second Language classroom. In this context, film includes videos, documentaries, TV commercials, series, feature movies, and so on. Your experiences are essential to me, and I invite you to fill out this questionnaire. There are no right or wrong answers, and your answers will be anonymous.

Gender

Female

Male

Age

Your answer _____

Educational background

Your answer _____

Levels taught (grades)

Your answer _____

1) Do you use film in your lessons? (If your answer is "yes", please proceed to question 2)

Yes

No

Please explain why you do not use film

Your answer _____

This research aims to gather information about the use of film. Those of you who do not use it, do not need to proceed with the questionnaire. Thank you very much for your time!

2) How often do you use film in your lessons?

Every lesson

Once a week

Once a month

Twice in a school year

If other, please specify

Your answer _____

3) What types of film do you use in your English lessons? (You can check more than one answer)

- Videos
- Documentaries
- Feature movies
- News broadcasts
- Political debates
- Commercials
- TV shows
- Music Videos
- TV series
- Teacher-made videos

If other, please specify

Your answer _____

4) On average, how often do you use each type of film?

	Never	Hardly ever	Often	All the time
Videos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Documentaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feature movies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
News broadcasts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Political debates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Commercials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TV shows	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Music Videos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TV series	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher-made videos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5) Do you use whole films or clips from films in your teaching?

- Whole films
- Clips
- Both

Please comment on your answer

Your answer _____

6) When do you use film? (You can check more than one answer)

- At the beginning of the lesson
- In the middle of the lesson
- At the end of the lesson

7) What kind of topics do you address through films/clips? (You can check more than one answer)

- Novels
- Poetry
- Plays
- Short stories
- Political events
- Historical events
- Academic vocabulary
- Mathematical information
- Culture and social conditions of English-Speaking countries

If other, please specify

Your answer _____

8) When you design activities based on film, what competence aim(s) from the English Curriculum do you expect that your students achieve? (You can check more than one answer)

- Express oneself fluently and coherently
- Write different types of texts with structure and coherence
- Understand and use an extensive general vocabulary
- Discuss and elaborate on culture and social conditions in English-speaking countries
- Present and discuss current news items from English language sources
- Discuss and elaborate on different types of English language literary texts
- Discuss and elaborate on English language films
- Produce different kinds of texts from different digital media

If other, please specify

Your answer _____

9) Do you develop your own, specific, learning goals from the chosen curriculum aim(s)? Please explain

Your answer _____

10) In order to map your views of film in English teaching, please select an answer to each of the following statements

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
Film can be used to improve students' intercultural competence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Film is a useful resource to teach students with different learning styles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My students make videos where I can assess different skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Film is a good source to learn vocabulary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Film allows learners to have access to authentic material in English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The main purpose of using film is that students improve their oral skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Activities based on film can be used to improve students' digital competence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I design activities based on the flipped classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11) Teacher-made videos can be used in different ways. Please select the options that apply to your classroom (You can check more than one answer).

- I do not make videos
- I give feedback using videos
- I make videos about content from the Curriculum
- I make videos to repeat a topic

If other, please specify

Your answer _____

12) Student-made videos can be used in different ways. Please select the option(s) that apply to your students (You can check more than one answer).

- My students do not make videos
- My students make videos to practice for their oral presentations
- My students make videos to document their content discussions
- My students make videos which function as final examinations

If other, please specify

Your answer _____

13) When you design activities based on film, what skills do you aim to improve? (You can check more than one answer)

- Reading skills
- Writing skills
- Listening skills
- Oral skills
- Critical thinking skills
- Pragmatic language skills

If other, please specify

Your answer _____

14) Are there advantages of using film in the ESL classroom?

Your answer _____

15) Are there disadvantages of using film in the ESL classroom?

Your answer _____

16) What types of activities, based on film, do you design for your lessons?

Your answer _____

17) Do you teach Global Englishes? (If you answer is "no", please proceed to question 18)

- Yes
- No

18) Do you use film with subtitles?

- Yes
- No

Please explain the main reasons

Your answer _____

If you answer is "no", please proceed to question 20

19) In what language do you display subtitles?

- English
- Norwegian
- English and Norwegian

If other, please specify

Your answer _____

20) In what way(s) can film help to develop your students' autonomy? (You can check more than one answer)

- Film does not improve my students' autonomy
- They can work independently
- They can think on their own
- They can learn the language on their own
- They can learn how to learn the language

If other, please specify

Your answer _____

Please comment on your answer

Your answer _____

21) Please explain the main reason(s) for the use of film in your English lessons.

Your answer _____

22) Do you have other comments about the use of film in the ESL classroom?

Your answer _____

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Page 1 of 1

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Appendix 3: Interview Guide



Introduction

The purpose of this interview is to learn more about your views on the use of film in your lessons. As you already know, I am conducting this research in connection with my Master's thesis at Østfold University College. The topic of my investigation is teachers' viewpoints on the use of film in the English as a Second Language Classroom, and all your experiences and insights are useful for this research. I will be taking notes and recording the interviews in order to keep track of the information, but your contributions will be kept anonymous.

Background questions:

- a. How old are you?
- b. How many years of English teaching experience do you have?
- c. What is your educational background?

Content Questions:

When is film used?

- 1) In what part of the lesson is it better to use film? Why?

How is film used?

- 2) Do you use pre-viewing, while-viewing and post-viewing activities? Why?
- 3) Do you use film in order to flip your classroom? Why?

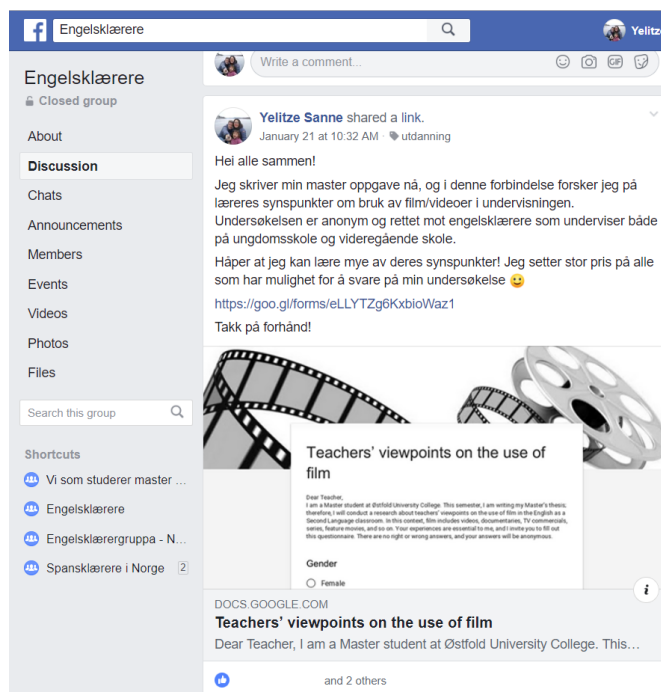
Why is film used?

- 4) Is the main purpose of using film to improve students' basic skills or to teach a topic from the curriculum? Why?
- 5) Do you design your own specific learning goals from the competence aims of the curriculum which can be covered working with film? Why?
- 6) Can some of the basic skills be improved by the use of film with English subtitles?
- 7) What are the main reasons of using film in your lessons?
- 8) What are your experiences of using film in the ESL classroom?

Thank you very much for participating in my research!

Appendix 4: Questionnaire Invitation

4a: Facebook



Engelsklærere
Closed group

Write a comment...

Yelitze Sanne shared a link.
January 21 at 10:32 AM • utdanning

Hei alle sammen!

Jeg skriver min master oppgave nå, og i denne forbindelse forsker jeg på læreres synspunkter om bruk av film/videoer i undervisningen. Undersøkelsen er anonym og rettet mot engelsklærere som underviser både på ungdomsskole og videregående skole.

Håper at jeg kan lære mye av deres synspunkter! Jeg setter stor pris på alle som har mulighet for å svare på min undersøkelse 😊

<https://goo.gl/forms/eLLYTZg6KxbioWaz1>

Takk på forhånd!

Teachers' viewpoints on the use of film

Dear Teacher, I am a Master student at Østfold University College. This semester, I am writing my Master's thesis, therefore, I will conduct a research about teachers' viewpoints on the use of film in the English as a Second Language classroom. In this context, film includes videos, documentaries, TV commercials, series, feature movies, and so on. Your experiences are essential to me, and I invite you to fill out this questionnaire. There are no right or wrong answers, and your answers will be anonymous.

Gender
 Female

DOCS.GOOGL.COM
Teachers' viewpoints on the use of film
Dear Teacher, I am a Master student at Østfold University College. This...

and 2 others



Engelsklærergruppa - Norwegian English Teachers
Closed group

Write a comment...

Yelitze Sanne shared a link.
January 21 at 10:35 AM

Hei alle sammen!

Jeg skriver min master oppgave nå, og i denne forbindelse forsker jeg på læreres synspunkter om bruk av film/videoer i undervisningen. Undersøkelsen er anonym og rettet mot engelsklærere som underviser både på ungdomsskole og videregående skole.

Håper at jeg kan lære mye av deres synspunkter! Jeg setter stor pris på alle som har mulighet for å svare på min undersøkelse 😊

<https://goo.gl/forms/eLLYTZg6KxbioWaz1>

Takk på forhånd!

Teachers' viewpoints on the use of film

Dear Teacher, I am a Master student at Østfold University College. This semester, I am writing my Master's thesis, therefore, I will conduct a research about teachers' viewpoints on the use of film in the English as a Second Language classroom. In this context, film includes videos, documentaries, TV commercials, series, feature movies, and so on. Your experiences are essential to me, and I invite you to fill out this questionnaire. There are no right or wrong answers, and your answers will be anonymous.

Gender
 Female

DOCS.GOOGL.COM
Teachers' viewpoints on the use of film
Dear Teacher, I am a Master student at Østfold University College. This...

1

4b: Letter to school managers

Hei!

Jeg skriver min masteroppgave nå, og i denne forbindelse forsker jeg på læreres synspunkter om bruk av film/videoer i undervisningen. Jeg har lagt en anonym undersøkelse rettet mot engelsklærere som underviser både på ungdomsskole og videregående skole.

Jeg setter stor pris på om du har mulighet for å videresende min undersøkelse til engelsklærerne på din skole.

<https://goo.gl/forms/eLLYTzG6KxbioWaz1>

Takk på forhånd!

Med vennlig hilsen

Yelitze Sanne

Appendix 5: Quantitative Results

Research Question	Main Theme	Question
	Personal Information	Gender, age, educational background, levels taught (grades) and years as an English teacher.
When is film used in the ESL Classroom	Types of film and frequency of their use	1) Do you use film in your English lessons? 2) How often do you use film in your lessons? 3) What types of film do you use in your English lessons? 4) On average, how often do you use each type of film? 6) When do you use film?
How is film used in the ESL classroom	Film use in the ESL classroom	5) Do you use whole films or clips from films in your teaching? 7) What kind of topics do you address through films/clips? 10) In order to map your views of film in English teaching, please select an answer to each of the following statements: <ul style="list-style-type: none"> • “I design activities based on the flipped classroom” 11) Teacher-made videos can be used in different ways. Please select the options that apply to your classroom. 12) Student-made videos can be used in different ways. Please select the option(s) that apply to your students. 16) What types of activities, based on film, do you design for your lessons? 18) Do you use film with subtitles? 19) In what language do you display subtitles?
Why is film used in the ESL classroom	Competence aims and skills	8) When you design activities based on film, what competence aim(s) from the English Curriculum do you expect that your students achieve? 9) Do you develop your own, specific, learning goals from the chosen curriculum aim(s)? Please explain 10) In order to map your views of film in English teaching, please select an answer to each of the following statements: <ul style="list-style-type: none"> • “Film can be used to improve students’ intercultural competence” • “Film is a useful resource to teach students with different learning styles” • “My students make videos where I can assess different skills” • “Film is a good source to learn vocabulary” • “Film allows learners to have access to authentic material in English” • “The main purpose of using film is that students improve their oral skills” • “Activities based on film can be used to improve students’ digital competence”. 13) When you design activities based on film, what skills do you aim to improve? 17) Do you teach Global Englishes? 20) In what way(s) can film help to develop your students’ autonomy?
	Benefits and drawbacks	14) Are there advantages of using film in the ESL classroom? 15) Are there disadvantages of using film in the ESL classroom? 21) Please explain the main reason(s) for the use of film in your English lessons. 22) Do you have other comments about the use of film in the ESL classroom?

Appendix 6: Figures

1. Personal Information

Figure 1a: Gender

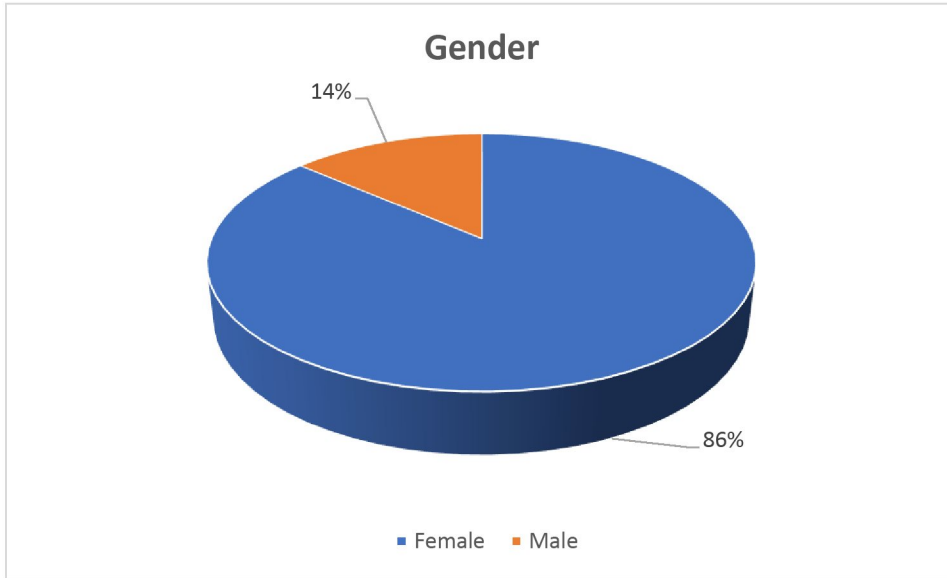


Figure 1b: Age

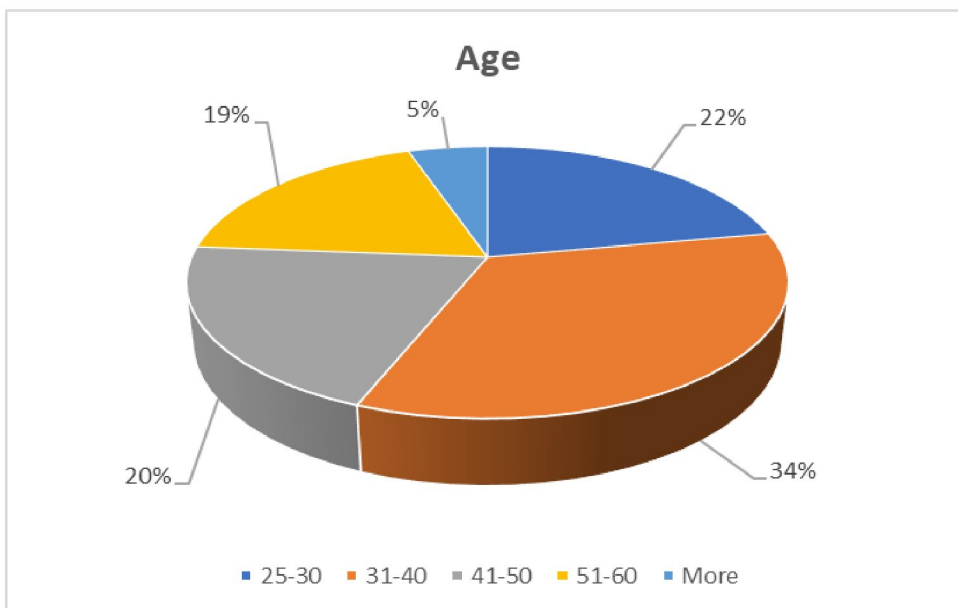


Figure 1c: Educational background

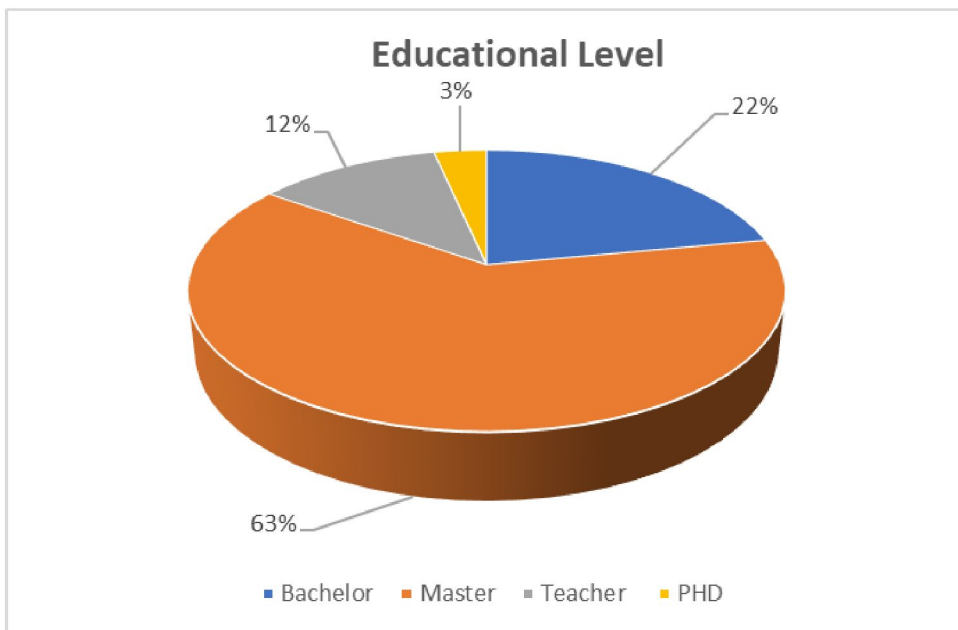


Figure 1d: Levels taught

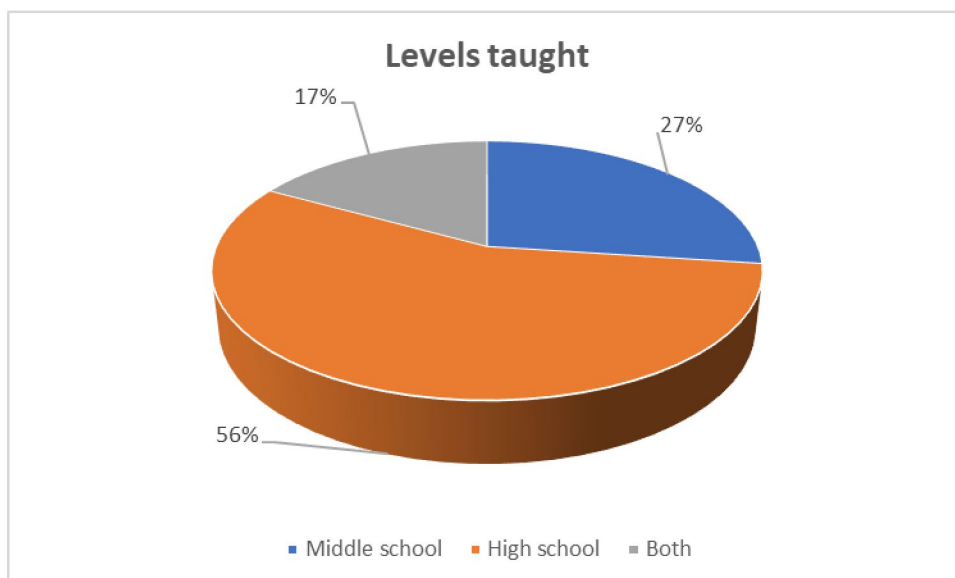
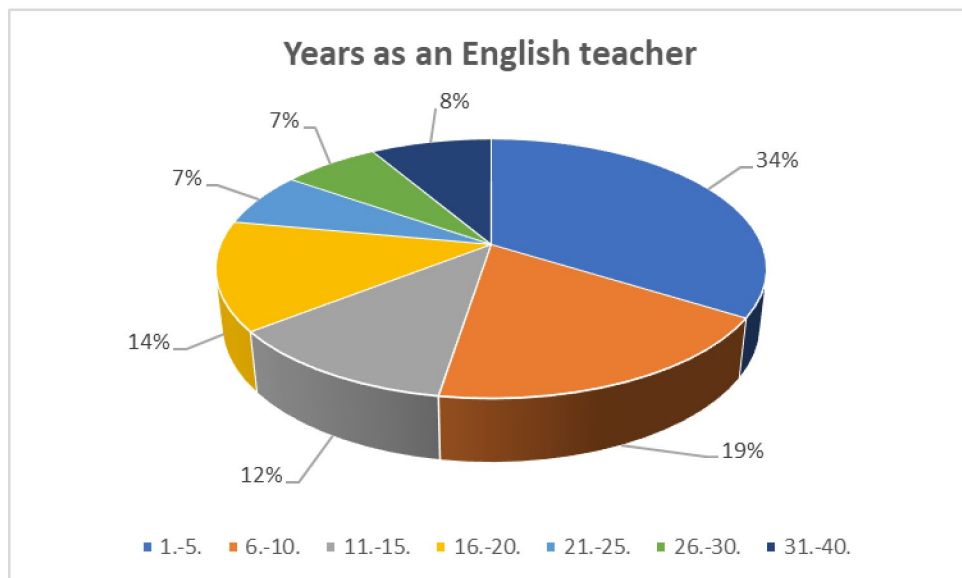
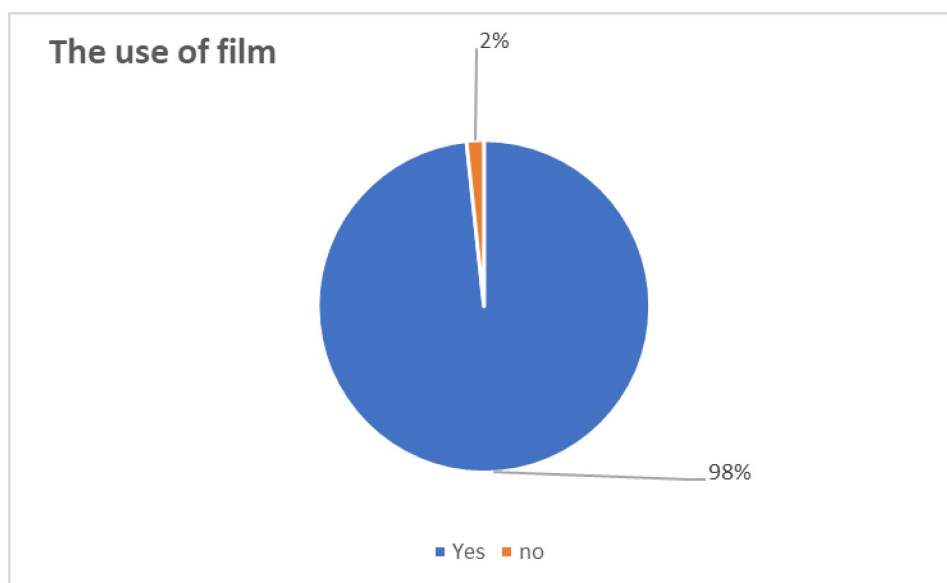
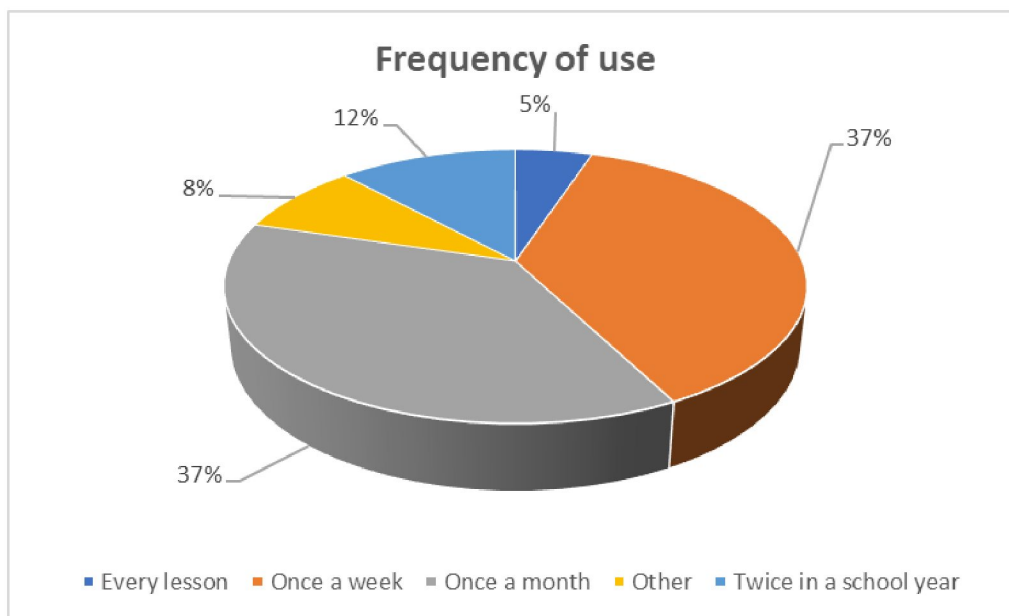


Figure 1e: Years as an English teacher**Figure 2: The use of film in the ESL classroom**

3. Frequency of the use of film

Figure 3a: Frequency of use of film by all the respondents



If other, please specify:

Ca 3 ganger i mnd

Every other day, depending on the subject. Often as an introduction to a subject or topic.

I use it more often in "In-depth English".

Not every lesson, but quite often

used when the film serves a purpose

I meet my students once a week and I try to diversify my procedures, so I use a long film once a year and every two weeks I use short videos including songs.

Nor every lesson, but more than once a week

Usually a small clip every lesson, we have block scheduling here, only English once a week. A film perhaps 4-5 times in a year

perhaps rather once every other month

Sometimes twice or three times a month

At least once a week; however it depends on the topic, etc.

after each unit

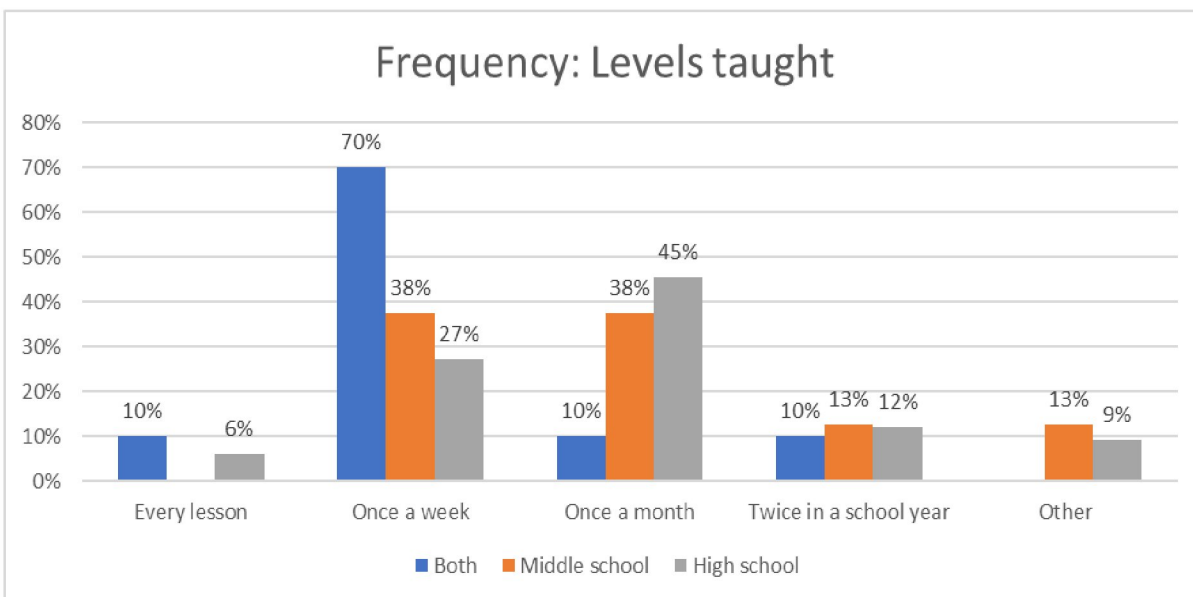
Different on different level and subjects. Question too general. One subject perhaps short clips or short films every lesson. Other subjects 2-4 ordinary films a term

"Every week" would be more precise

Usually four times a year, however, not every month. I also USE YouTube clips, or elements of movies to represent different topics.

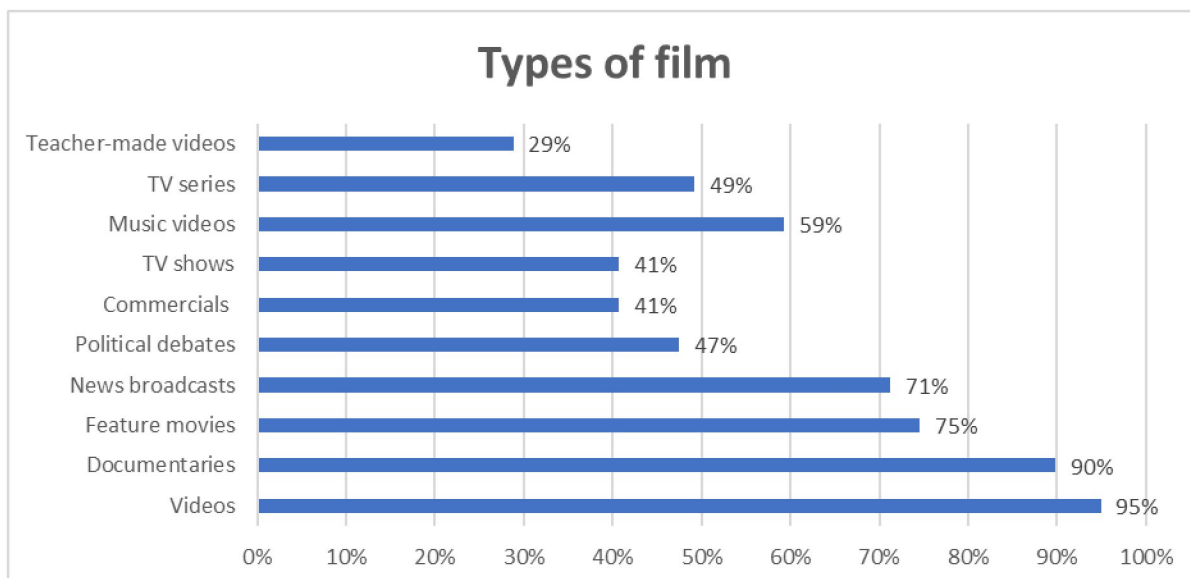
Intermittently more than once a week in connection with specific projects

Figure 3b: Frequency of the use of film by levels taught



4. Types of film

Figure 4a: Types of film: all the respondents



If other, please specify

“How to dad”, short films, trailers

Short films

animation

Cartoons and animated feature films, as well as short films

Talk show segments

This is dependent on which class i am teaching
 Movies

Figure 4b: Types of film: Middle school teachers

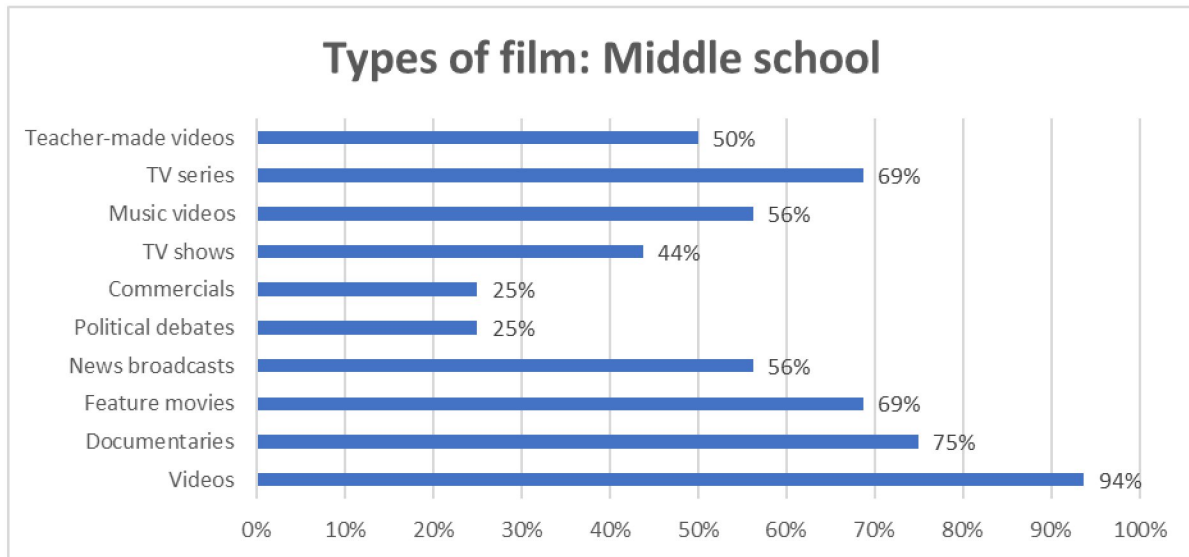


Figure 4c: Types of film: High school teachers

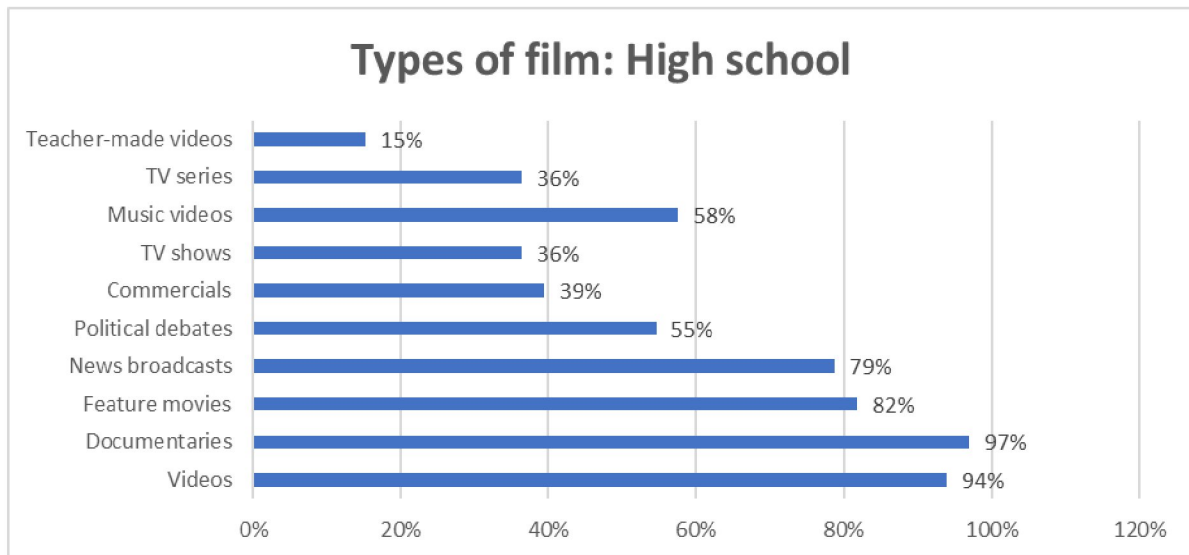


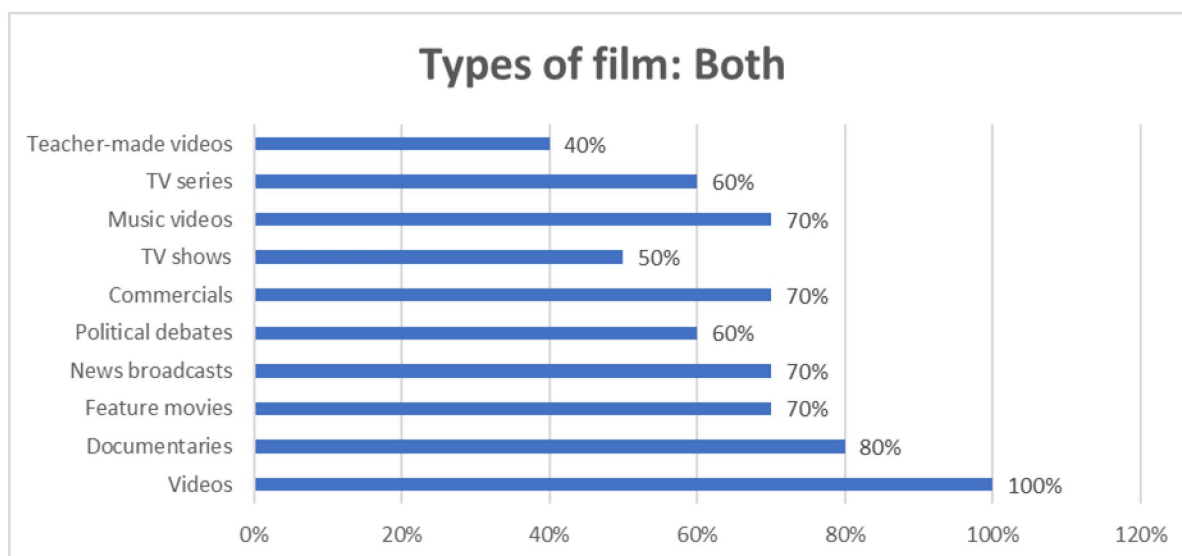
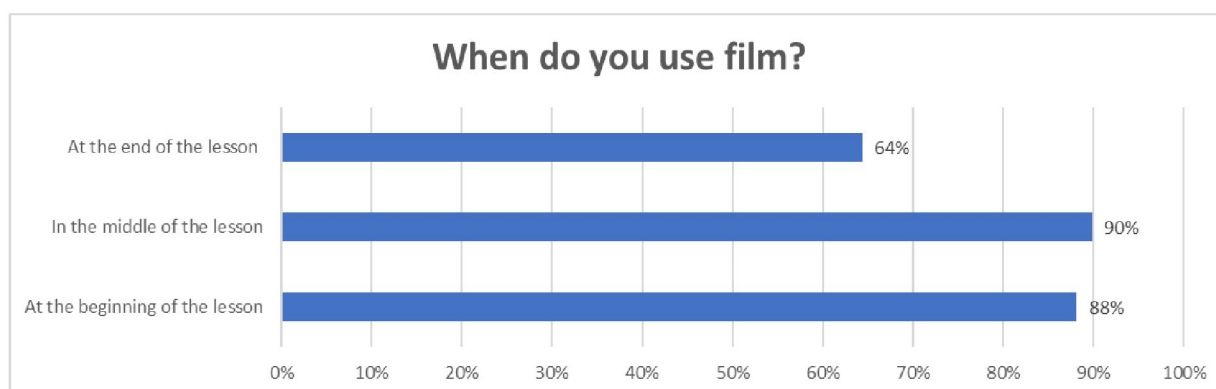
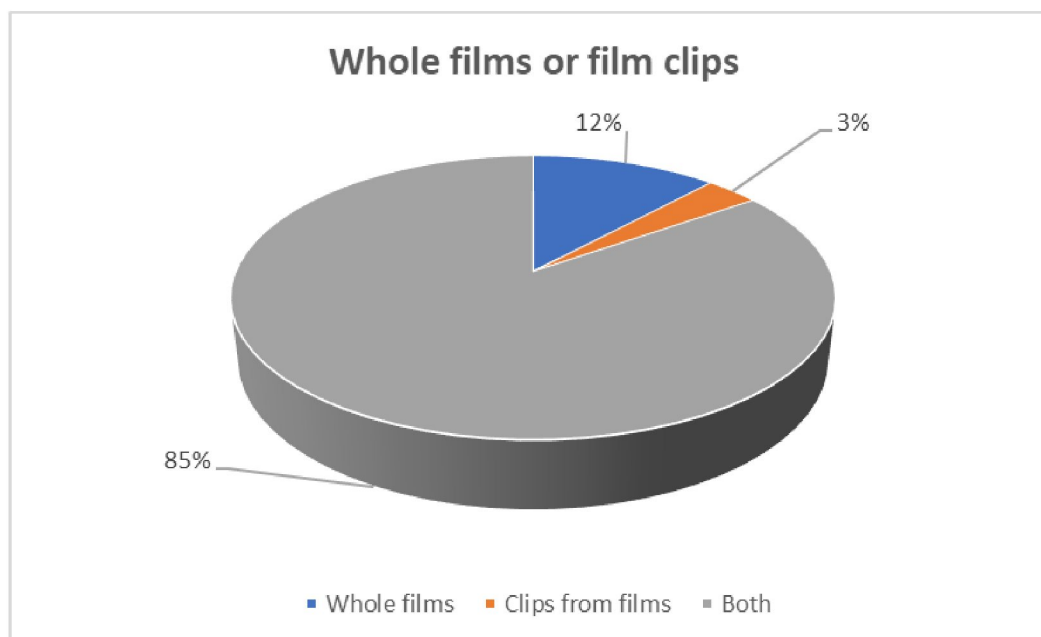
Figure 4d: Types of film: Both middle school and high school**Figure 5: When do you use film?**

Figure 6: Whole clips or films



Please comment on your answer

Clips save a lot of time, so I think it is a good idea to use that more often than full films.

Sometimes a full film and other times clips, depends on the topic and the material and time available.

I only use clips because films take too long

Depends ON what point I want to make.

Depends on what the purpose is

Depends on what I use it for.

I like to use the whole film/film clip.

I will always watch whatever beforehand.

If we have a lot of time at our disposal, I will typically use an interesting film that creates some debate, either to practice speaking or for a writing task. This can then be elaborated on in multidisciplinary work (more on this later). In a single lesson or a double lesson, short clips and videos can be used as a point of departure/illustrate a point/grab the students' attention/used in some sort of interactive activity where the students need the video for specific information, with some teamwork involved (my favorite)

Depends on our topic and the purpose

I have already commented on that previously.

Sometimes also full length feature films

It depends on how much time I have. I prefer to use whole films, but sometimes I use clips from different movies when I want students to compare things from different sources. I often use music videos as well, but mostly the focus is on songs lyrics rather than the video.

I usually show whole films, but sometimes parts of videos, TED talks, etc.

It is more often whole films. If I have no time for a whole film, I usually just search for a shorter film or video.

Films are a wonderful break for students, and watching complete films helps them form a more well-rounded impression of different topics. It is also much easier to address topics covered in a film if you have watched the whole thing.

Only clips which are relevant.

Dependent on why I am using the film

Mostly whole films

Sometimes a few minutes from a documentary or movie will suffice. It depends of the objective.

If the film is very long, I only show parts (for example "The Lord of the Rings" or "Gandhi")

Depends on the purpose, e.g. if I want to show a significant story from the news, there's no need for a long film.

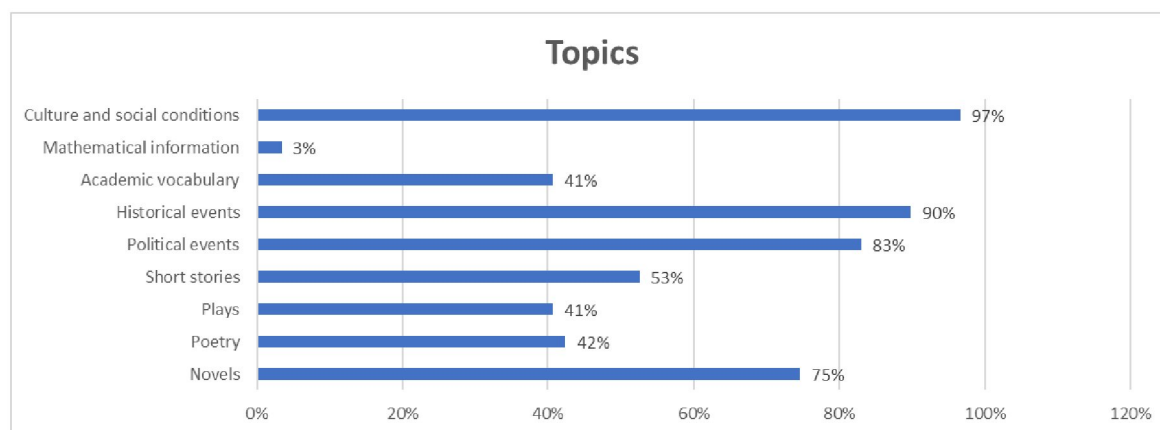
Feature films take too much time

Depends on the film, the topic it illustrates and the time available

Often ten or fifteen minute videos.

Film analyse = stole films illustrative examples = excerpts

Figure 7: Topics



If other, please specify

News, statistics, opinions

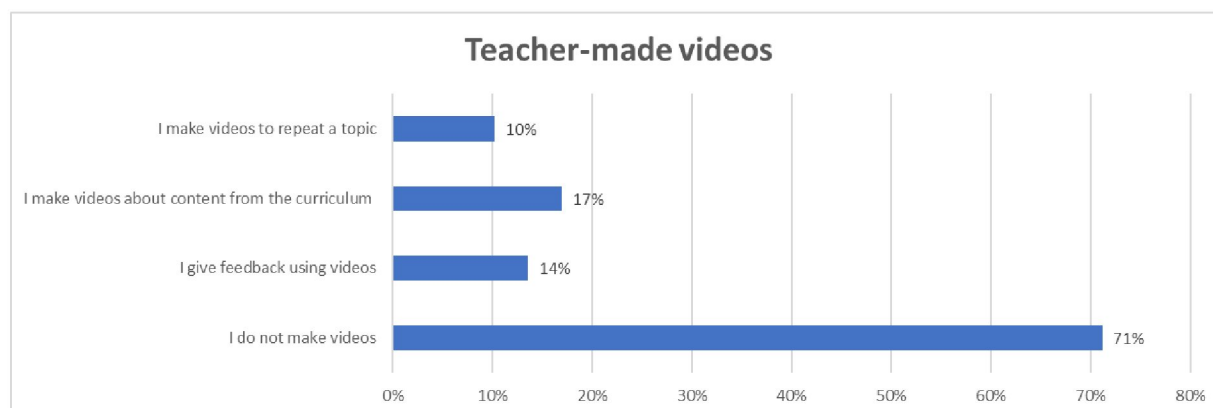
Fun

SDGs, social issues documentaries, campaigns, specialized videos on English language learning and teaching, video classes...

"General" topics such as racism, acceptance, prejudice, stereotypes, love, friendship, multiculturalism, etc.

Grammar films about certain grammar topics

Films to show social, politics and historical events

Figure 8: Teacher-made videos

If other, please specify

My students usually manage their tasks without taking them home. Sort of a home work-free school.

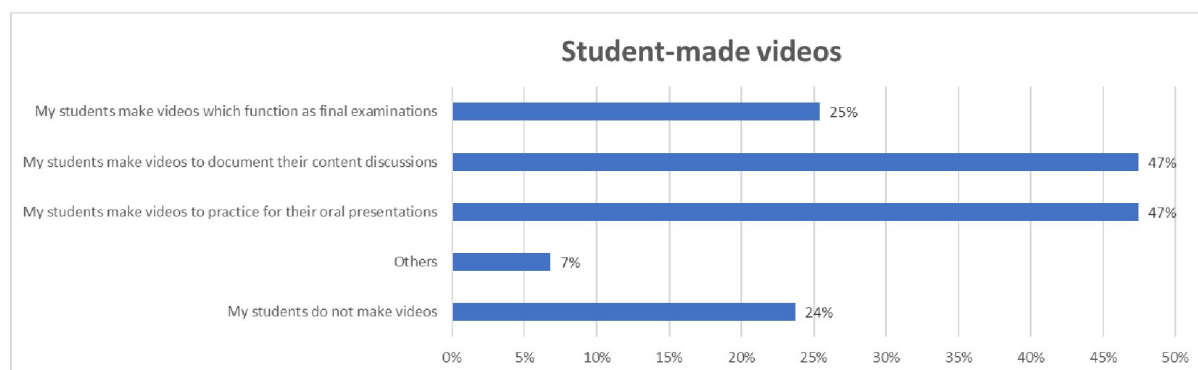
I sometimes use videos that other teachers have uploaded on YouTube

I use videos from other teachers/teaching sources

I don't make videos to reach language. I have created some video classes to teach for undergraduate students and for the master degree students in distance learning courses.

I have only made a couple of videos

I have just created a creative video-based crime to engage students in both Comprehending the language, and to produce text themselves.

Figure 9: Student-made videos

If other, please specify

My students make videos to demonstrate their learning process.

They use videos to present the process and the result of a project.

They usually have literary conversations in small groups, and get the choice of regular or video presentations.

They create videos to Be the Change take the Challenge project.

They make videos as the first part of an oral assessment (that mirrors the final oral exam: first a brief presentation, then a talk)

My students make videos AS revision

Figure 10: Global Englishes

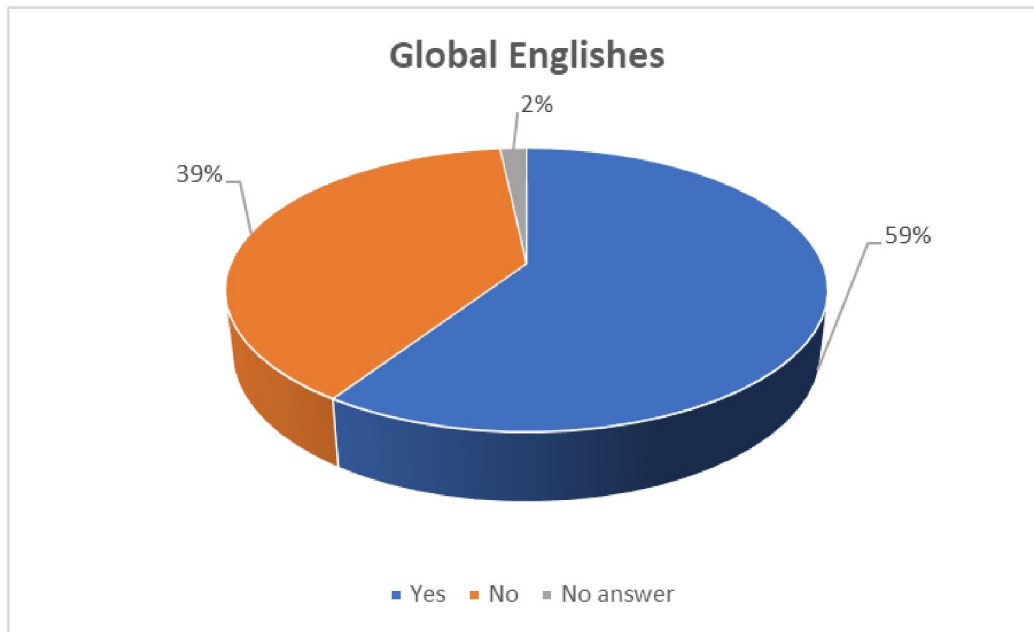
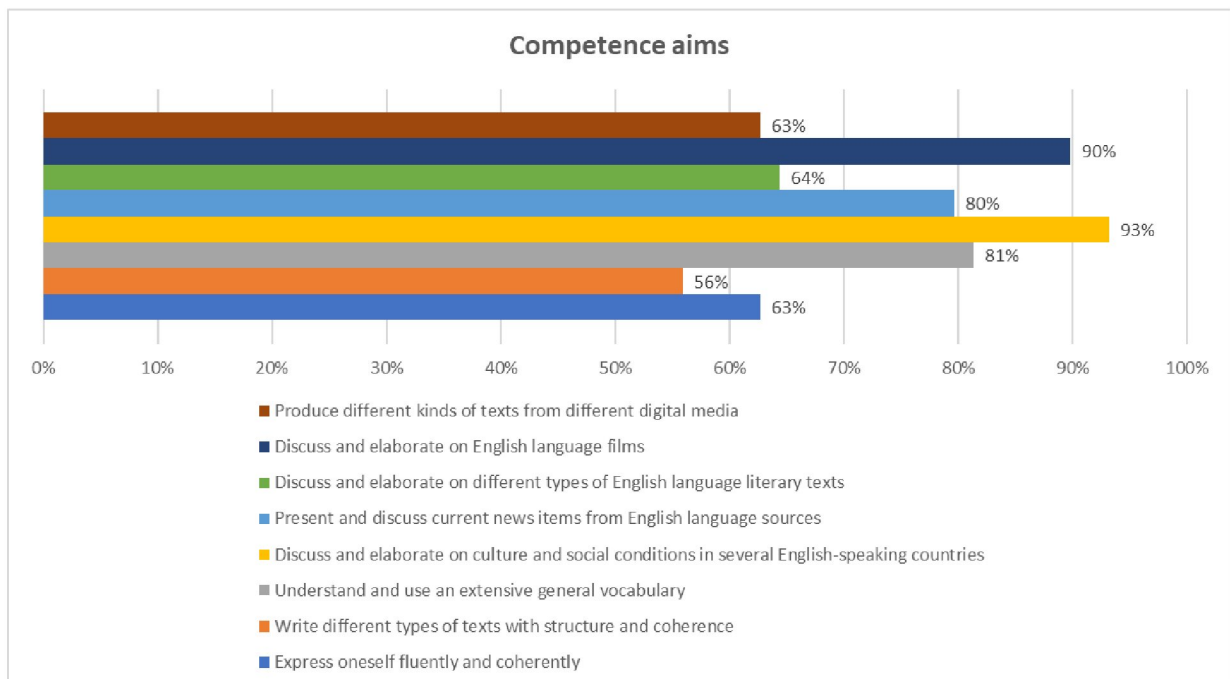


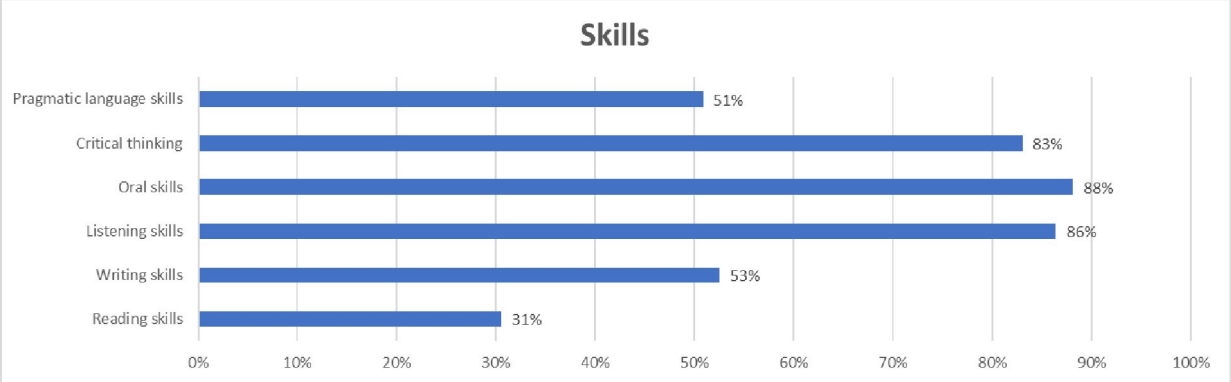
Figure 11: Competence aims



If other, please specify

I use this a lot in International English and Social English- see aims for these.
Listen to authentic language.

Figure 12: Skills



If other, please specify

- Listening skills
- factual skills
- Cultural knowledge

Figure 13: Subtitles

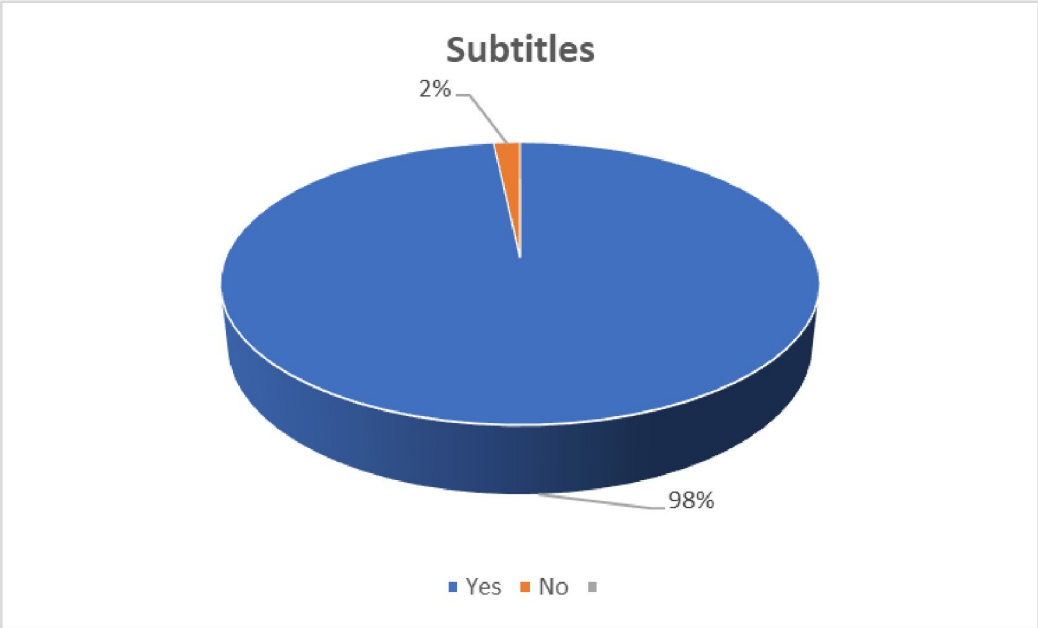
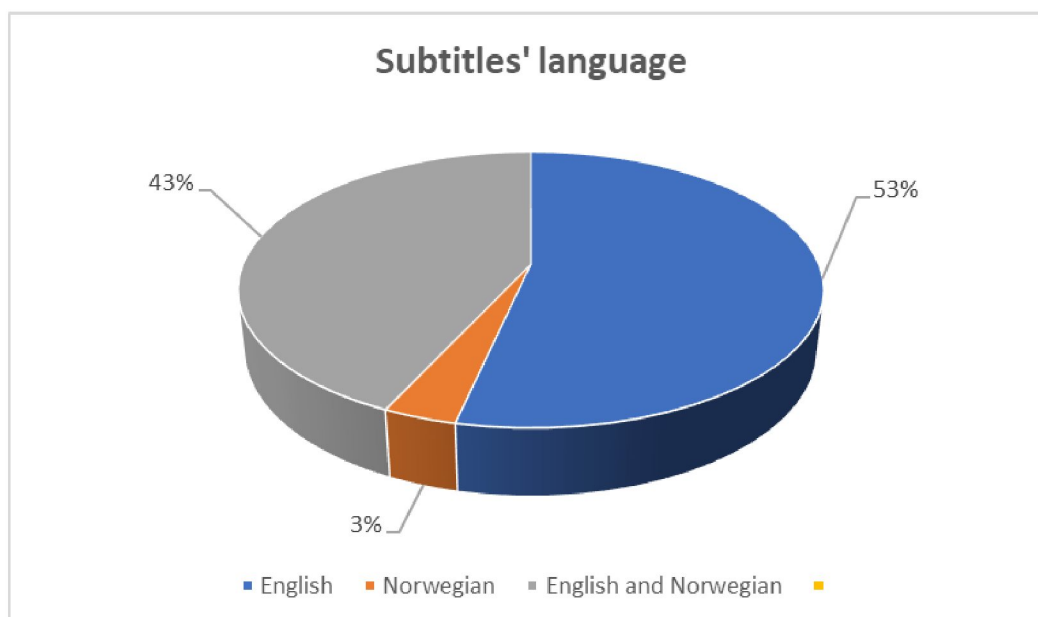


Figure 14: Subtitles' language



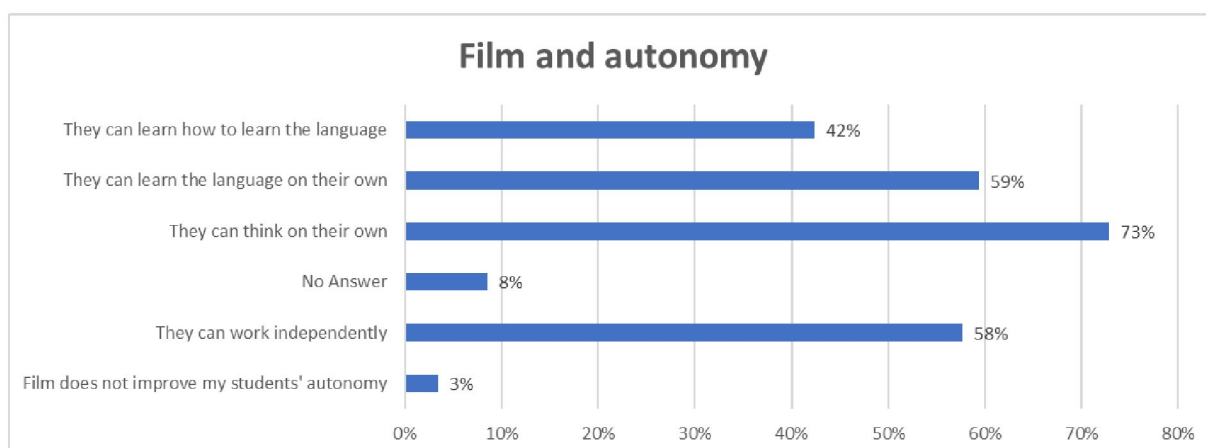
If other, please specify

Norwegian in 8th grade, English in 9th grade, none in 10th grade

See answer above.

Depends on what's available.

Figure 15: Film and autonomy



If other, please specify

They can discuss their viewpoints with other students and notice new things.

It can help them gain new perspectives; think critically.

Appendix 7: Tables

Frequency of use of each film type

Table 1a: Frequency of use of each film type: all the respondents

	Videos	Documen- taries	Feature Movies	News broadcasts	Political debates	Comer- cials	Tv shows	Music videos	Tv series	Teacher- made videos	Other
All the time	24 %	9 %	5 %	12 %	3 %	3 %	2 %	10 %	3 %	10 %	3 %
Often	55 %	66 %	59 %	47 %	33 %	12 %	21 %	29 %	24 %	16 %	5 %
Hardly ever	9 %	17 %	21 %	28 %	29 %	40 %	31 %	34 %	28 %	21 %	10 %
Never	0 %	0 %	7 %	3 %	19 %	17 %	21 %	3 %	17 %	24 %	12 %
No answer	12 %	9 %	9 %	10 %	16 %	28 %	26 %	22 %	28 %	29 %	69 %

Table 1b: Frequency of use of each film type: middle school

	Videos	Documen- taries	Feature Movies	News broadcasts	Political debates	Comer- cials	Tv shows	Music videos	Tv series	Teacher- made videos	Other
All the time	31%	6%	6%	0%	0%	6%	0%	13%	0%	25%	6%
Often	56%	75%	56%	50%	31%	6%	31%	38%	44%	25%	13%
Hardly ever	6%	19%	19%	44%	38%	50%	25%	38%	25%	13%	6%
Never	0%	0%	13%	0%	31%	31%	38%	6%	19%	31%	19%
No answer	6%	0%	6%	6%	0%	6%	6%	6%	13%	6%	56%

Table 1c: Frequency of use of each film type: high school

	Videos	Documen- taries	Feature Movies	News broadcasts	Political debates	Comer- cials	Tv shows	Music videos	Tv series	Teacher- made videos	Other
All the time	18%	12%	3%	21%	6%	0%	3%	9%	6%	3%	3%
Often	58%	64%	58%	45%	39%	18%	21%	24%	21%	12%	3%
Hardly ever	9%	15%	24%	21%	21%	30%	27%	33%	18%	24%	15%
Never	0%	0%	6%	3%	12%	12%	12%	3%	18%	18%	6%
No answer	15%	9%	9%	9%	21%	39%	36%	30%	36%	42%	73%

Table 1d: Frequency of use of each film type: respondents who teach in both levels

	Videos	Documen- taries	Feature Movies	News broadcasts	Political debates	Comer- cials	Tv shows	Music videos	Tv series	Teacher- made videos	Other
All the time	30%	0%	10%	0%	0%	10%	0%	10%	0%	10%	0%
Often	50%	60%	70%	50%	20%	10%	0%	40%	0%	10%	0%
Hardly ever	10%	20%	10%	20%	40%	50%	60%	30%	70%	30%	0%
Never	0%	0%	0%	10%	20%	10%	20%	0%	10%	30%	20%
No answer	10%	20%	10%	20%	20%	20%	20%	20%	20%	20%	80%

Table 2: Views of film

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
Film can be used to improve students' intercultural competence	2%	0%	5%	36%	58%
Film is a useful resource to teach students with different learning styles	2%	0%	17%	41%	40%
My students make videos where I can assess different skills	3%	2%	26%	41%	28%
Film is a good source to learn vocabulary	2%	3%	17%	47%	31%
Film allows learners to have access to authentic material in English	0%	0%	8%	36%	56%
The main purpose of using film is that students improve their oral skills	10%	14%	47%	24%	5%
Activities based on film can be used to improve students' digital competence	3%	10%	42%	32%	12%
I design activities based on the flipped classroom	16%	25%	45%	14%	0%

Appendix 8: Replies to open-ended questions in the questionnaire

Question 1: Please explain why you do not use film

In videos students can experience language in different contexts of use, they can reflect and criticise the issues presented and learn a lot on language and on general subjects.

For education (documentaries and historical films) for analysis, for a better understanding of various social issues, for broadening students' horizon when it comes to culture, life style, personal choices, personal struggles, etc. I find films (good ones) to be an extremely useful tool in teaching and learning!

I only use very short clips, no longer than 2 minutes. And I use it rare. This is because students "fall off" if the films are too long if they aren't interested. We only watch one movie a year because it's in the curriculum.

for å belyse relevante kompetanse mål

Learning purposes, variation

To engage students, and to show different aspects of the education material. It may also differentiate the teaching, and for some students it is better to get teaching material visualized.

To increase the pupil's understanding, mostly...

Authentic language, engages the students (motivation), promotes retention of knowledge

Question 5: Do you use whole films or clips from films in your teaching? Please comment on your answer

Clips save a lot of time, so I think it is a good idea to use that more often than full films.

Sometimes a full film and other times clips, depends on the topic and the material and time available.

I only use clips because films take too long

Depends ON what point I want to make.

Depends on what the purpose is

Depends on what I use it for.

I like to use the whole film/film clip.

I will always watch whatever beforehand.

If we have a lot of time at our disposal, I will typically use an interesting film that creates some debate, either to practice speaking or for a writing task. This can then be elaborated on in multidisciplinary work (more on this later). In a single lesson or a double lesson, short clips and videos can be used as a point of departure/illustrate a point/grab the students' attention/used in some sort of interactive activity where the students need the video for specific information, with some teamwork involved (my favorite)

Depends on our topic and the purpose

I have already commented on that previously.

Sometimes also full length feature films

It depends on how much time I have. I prefer to use whole films, but sometimes I use clips from different movies when I want students to compare things from different sources. I often use music videos as well, but mostly the focus is on songs lyrics rather than the video.

I usually show whole films, but sometimes parts of videos, TED talks, etc.

It is more often whole films. If I have no time for a whole film, I usually just search for a shorter film or video.

Films are a wonderful break for students, and watching complete films helps them form a more well-rounded impression of different topics. It is also much easier to address topics covered in a film if you have watched the whole thing.

Only clips which are relevant.

Dependent on why I am using the film

Mostly whole films

Sometimes a few minutes from a documentary or movie will suffice. It depends of the objective.

If the film is very long, I only show parts (for example "The Lord of the Rings" or "Gandhi")

Depends on the purpose, e.g. if I want to show a significant story from the news, there's no need for a long film.

Feature films take too much time

Depends on the film, the topic it illustrates and the time available

Often ten or fifteen minute videos.

Film analyse = stole films illustrative examples = excerpts

Question 9: Do you develop your own, specific, learning goals from the chosen curriculum aim(s)?

Please explain

No

Yes

Seldom

Sometimes. It depends on the visual material I show.

improve listening comprehension

Some of the time, not all of the time. Depends on the context.

I usually use film to make something easier for my students to understand or to motivate them into listening

Yes, ofte specific goals connected to films. The pupils mught ve asked to comment upon characters, plot, mening, historical events etc.

Mostly yes, as you do not complete a competence aim through just watching a film/clip.

No, but I may break down into smaller aims. Ex: give an opinion and justify your opinion (discuss).

Yes, making goals more specific concerning the topic and tasks.

To set the criteria for grading a project or task.

Yes.

I do it together with the students to split them up. They are too big. And the thudents need to own them

I write them in laguage the pupils understand

Yes. Depending on the curriculum aim I try to go beyond by using extra materials; I chrck my students needs and I adapt, change or include different learnibg goals.

Konkretiserer og forenkler språk.

Yes, according to the task and its purpose.

sometimes

yes

I get my students to make their own films, edit and upload on youtube.

Sometimes I do.

NO. I find the goals to be specific enough. But I make sure to provide clear session guides for all topics covered (including goals and sources).

I try to break the competence aims down for each lesson so that the students knows the learning objectives.

???????

No.

Yes, sometimes. However the overall goal is usually the competence aimt, but I might create smaller and radioer goals to overcome at the beginning.

Yes, I take down the learning goals and make them more understandable for the students.

Yes, I fit the spurven with an assesment goal.

Question 14: Are there advantages of using film in the ESL classroom?

Yes

Yes.

-enhance students' oral skills

Authentic language

Pronunciation, vocabulary, context, variation, examples, interpretation

Yes, makes IT more authentic.

Yes. Cooperation. Digital learning when making their own. Visual learning. Spice up.

Yes - students find it interesting, and everyone will understand more or less.

Yes. I feel that students find it motivating when using other resources than the curriculum books. And my students who have dyslexia feels more confident when there are less reading and writing involved to obtain content information.

Yes, sentence structure, vocabulary, topics

Many

Absolutely, for all the reasons already mentioned.

To verste an interest to various topics

Motivate students, multidisciplinary work that creates authentic learning, challenge them using material they are unfamiliar with, spark debate, authenticity and cultural input, creativity (especially if the students are expected to make creative content based on a film, such as making a short video themselves/ theatre/role play/art), draw attention to different accents, dialects and intonations to later practice this ourselves, be aware of own accent variation from me talking

They learn a lot by using medias, they increase vocabulary and it helps developing different skills.

Yes!

many: authentic material, more interesting for students

See 14 above.

Definitely! When students enjoy the film/music/clip, they learn more easily and without even realizing they are working.

Yes - already answered.

Yes, both to learn language and culture.

Variation of teaching methods, visualization of events or facts.

See above

I think this is explained by the answers in the previous questions. There are many advantages. :)

Creates variation, illustrates topics that we have discussed in class, evokes feelings and emotions that can serve as starting points for oral discussions or written tasks

Some

Authentic and engaging

Yes. (See Q:20&21).

Question 15: Are there disadvantages of using film in the ESL classroom?

No

Yes

Not at all

-some movies are too long and are not historically accurate

Takes time to show a full film

Time consuming (especially full films), whether students have seen them before, whether the students can follow the plot or not

Watching an entire film can take too much time.

Yes. Not everyone may understand what is Said. Making a film og their own takes time and equipment.

Yes, low performing students might understand less than others/miss the point. (Also depends on if there are subtitles or not).

Yes. Some students find it hard to keep from laughing which is frustrating when documenting literary conversations. Also the Classic "I deleted it by mistanke".

Yes, too often

They think it is just for fun

Not really

Students are passive

Time consuming, waste of time if the lesson plan around it isn't good enough or the film itself is poor in content. In terms of feature film, it doesn't help to improve the students' formal English, which is often lacking and not as good as their informal English. In this case, a documentary will be a better choice, with activities related to language as a follow up

they go to sleep

long films are difficult to deal due to time reasons.

Yes! If the students act more, and talk less.

Cannot only show videos and expect they learn, it has to be as a part of the lesson.

difficult for many

If there are big level differences in the class, then some students might struggle and stop following, in such classes I tend to use cartoons or animated movies, because they have often seen them before and can avoid focusing on the fear of not being able to understand.

Is not the most efficient learning Method but a Nice way to vary the teaching

I cannot really see any...

Generally no.

None that I can think of.

If they are used rather than preparing good lessons, and if the movie is shown in a vacuum.

The language in films is often not adapted to the students. In some films the actors speak to quickly and not clear enough and the pupils end up reading the Norwegian subtitles.

To make sure that the students engage and learn (esp. with longer films), it can be a good idea to give them tasks they need to answer while watching the film. If they do not understand that they need to pay attention, some are easily distracted...

Some students struggle with concentrating throughout a full movie

No.

Some

You need a lot of time for that

A potential situation there the stronger Putins benefit, while the weak 'tune out in the darkened auditorium. Avoid this by correct choice of film to inspire.

Question 16: What types of activities, based on film, do you design for your lessons?

Answering question, writing activities

Written, oral, discussion etc

dubbing favourite scenes/ creating a collage/ writing film reviews

questionnaires check in lists

Written tasks, discussion tasks, vocabulary tasks, comprehension tasks, reflection tasks.

Speaking activities

Group discussions, writing prompts, introduction to A New topic

Discussions, questions for reflection, gathering information

Reflection, questions, share orally with a partner,

A work-sheet to take notes during the film. By hand. Because Chromebooks are (in my opinion) distracting.

Film review, talk about the topic

Listening comprehension, debates

Discussion and reflection questions, jeopardy quiz, writing, matching pictures.

Debate, analysis of content (characters, symbolism, plot, setting, etc), role plays (either in real life or in the form of a video), making trailers, the students pretend to be the different characters in groups, imitating accents, painting/drawing the most important scenes/characters from the film, writing a film review, discussing film reviews. Ideally, you collaborate with other teachers to do some multidisciplinary work. As an example, if you've seen a film about Indians in England, you could make a curry dish in domestic science. If you have seen an American film where American culture is dealt with, you can play American football in Physical education. In arts, you make culture related crafts. I'm a strong believer in multidisciplinary work and think it's key to motivate students

discussions, q and a's

watch and discuss: watch and get general ideas and specific information, watch and fill in the blanks, order sequences, true or false, multiple choice comprehension, watch and create the favorite scene, watch and create posters or games on the issue...

Reports, role play, writing sessions etc.

Discussion, written assignments

Many different ones

take notes, write summary, introduction to a new topic

To analyze, discuss, write about, evaluate,

See 14 above

Writing, discussion, analysis, etc

Discussions, theme-based activities, debates, presentations, writing sessions.

Writing summaries and analysis, Answer questions

I mostly show films for content and have a multifaceted approach with comprehension and vocabulary as well as questions for discussion and reflection.

Writing, reading, filming, in-depth discussion, peer assessment, and so on.

Pre-viewing: historical background about topic, characters, actors, country, conflict and so on. Post-viewing: discussions, group tasks, assessment. Generally analyzing and discussion.

Presentations of oral discussions.

film analysis, content, critical thinking, listening skills etc.

Questions for discussions or for writing. Essays. New vocabulary.

Discussions, written tasks (essays, reflection notes etc.), oral presentations.

Group discussions, written tasks, formal assignments.

Several, but IT should probably be more.

Spoken, written

most often group discussions or reflection tasks where they write a text

all kinds of activities, depending on the class and the topic.

Oral skill improvement, film/literary analysis, cultural immersion

Question 17: Do you think that film is useful to teach Global Englishes?

Yes

Of course, it is.

Of course

Yes - exposure to different dialects and accents.

Yes, for listening to pronunciation

Yes, because it can give a more realistic and authentic picture of different accents and "real English" around the world. This is the English they will meet at University and in their future career. The students mostly watch American movies in their free time, so my job is to present them with material they wouldn't normally watch. It creates understanding and awareness of own accent

They feel more comfortable and realize that they don't need to be focused only on the standard language.

Yes, to listen to different English dialects

Yes, because we listen to a variety of English accents and dialects in an authentic setting.

Yes!

It depends, but yes. I use videos of interviews with David Crystal, for example, and parts of TED talks.

Yes, could be for example to play different dialects.

I have found some useful filmclips on youtube and TedTalk, but no movies.

Question 18: Do you use film with subtitles? Please explain the main reasons

Sometimes, so I can be sure that everyone understands

It depends on the level of English. Vg1 vocational classes may need subtitles.

It depends on the level of the students. It can be very useful to use subtitles in English

make comprehension easier

I teach vocational courses with many students on a lower level, so I think it is important for them in order to understand.

Makes it easier for the students to grasp the content, makes them see the relationship between written and oral English

It helps students to understand and to read

It is easier to understand the plot

Some pupils don't get the general meaning without them

English subtitles so the students can read and improve skills. In addition it is sometimes difficult to hear what is being said.

In in-depth-studies if the film is difficult or long, I use subtitles in Norwegian. I may also use English subtitles, just to give all students an extra chance at understanding and comprehend.

I sometimes use subtitles in English (so that students can connect what they hear with written words), and sometimes no subtitles (to expose student to simply listen).

I have a student with reduced hearing who benefits from this.

Dialect, fast, poor sound quality

English subtitles, especially in 10.grade

Students' level of English

Some students feel they "need" subtitles.

May compensate for bad sound

To challenge the students, and their English is normally good enough. I'd rather pause and explain something than use subtitles

I start with subtitles in 8th grade

Depends on the level of students and on the objective of the task I use subtitles in English. Depending on the task I don't use them.

Both

English subtitles ONLY

In English, or in Norwegian if the topic/content is very advanced.

I use both English and Norwegian subtitles, depending on what the purpose of the film is many need to have it as extra support

To ensure that my students understand what is being said.

Not in the more advanced classes, but needed to make sense in the lower levels

Authentic oral language is sometimes too difficult for my students to follow.

sometimes in English

Often English subtitle where accents are difficult to understand

The majority of the students request subtitles.

English subtitles to listen and read at the same time. I think it makes Learning more efficient

However I always use English subtitles.

I use English subtitles which I think help comprehension and enhance learning.

Usually English subtitles. It is easier to follow.

The more they read, the better they write and speak.

English subtitles. Makes it easier for students to follow, especially if the dialogue is heavy.

Sometimes with Norwegian, sometimes with English. It is an easy way of differentiating. And I believe we learn language more effectively.

In many movies the actors talk very fast and sometimes do not have a clear pronunciation.

Generally yes, depending on the language

If I use them, I try to use subtitles in English. Sometimes it can be hard to hear everything, especially if there are dialects/sociolects. But it is important that they learn new vocabulary, so I try to avoid subtitles in Norwegian.

To make sure that all students understand what is said in the movie.

The students want subtitles on. There are some students who need subtitles to understand the film.

To create greater knowledge about the topic, and because I think myself it's easier to follow. In addition, my students ask for it.

So that all the pupils should get the main idea about the movie.

It's a study aid.

Because the students find it hard to understand the different "Englishes"

Yes and no, depending on the class and the difficulty of the film

Depends on sound quality/accent/register etc

English subtitles aid both the understanding of the dialogue and improve spelling and pronunciation.

Question 20: In what way(s) can film help to develop your students' autonomy? Please comment on your answer

They use it all the time, so I am sure they learn some language from it.

The students have to use their skills and creativity to interpret what they have seen

They can monitor the way they learn the language and mainly when they produce their own videos they learn about planning, working in groups, sense of citizenship and many other skills that make them more autonomous.

Films can be highly motivating for further work.

They also realize that things they do every day (watching movies, listening to music, watching videos, etc.) are indeed a tool they can use to become better English users/learners.

If they concentrate about understanding the content, they can learn a lot

Using the "flipped classroom" principle by assigning films as homework often works well (and it is a type of homework they do not mind doing)

It can help them gain new perspectives; think critically.

It's great for independent work, but also group work and discussion.

Films can give them their unique language learning experience

I recommend regular out of school consumption of English language media to improve the pupils' fluency, pronunciation and vocabulary, as well as their listening comprehension.

Question 21: Please explain the main reason(s) for the use of film in your English lessons.

Using video in teaching develop pupils' oral skills and improve their pronunciation

Learning about culture and history. Improve oral skills.

Real English/ beyond the textbook/ access to cultural diversity and global competence

students like it. can be used for many purposes

It is a familiar medium for my students.

Pronunciation, vocabulary, context, variation, examples, interpretation

Expanding of vocabulary and understanding of other cultures. Practice of listening and reading skills.

Understanding a topic better

Authentic language, illustrates A number of relevant topics, fun, pupils like IT,

Makes it easier for students to remember and connect to the topic

Variation. Authentic.

Expose students to authentic English.

To introduce a topic for a class discussion.

To learn English Language in a meaningful and enjoyable way

Critical thinking. Vocabulary learning.

To gain knowledge of various topics. Empathy

Multidisciplinary work to motivate the students and create a more holistic learning approach.

Authenticity and understanding as well as challenging their creativity

It helps developing many skills in an enjoyable way. students like and they are motivated when watching or creating their videos.

Variation and a good way for students to practice their oral skills.

All the reasons already covered here

Diversity and content

Break, fun, different angles, authentic language, variation, summaries, culture

authentic language

Give the students a genuine insight into another setting/ culture/ society

Variation, to go deeper into a topic/theme we are working with

makes the teaching relevant and interesting

Movies, videos and music are a part of our daily lives, and we learn from them even if we might not realize it. By using movies, music, clips, etc. in my English lessons I show students that a pastime they enjoy can actually help them improve their competences. Moreover, they learn how to interpret and think autonomously.

To teach content

Variation; good way to exemplify; good way to repeat info/instructions; learn about a new topic or about current issues, etc.

Variation, improved feedback, student autonomy, saved time, depth and width of a topic, and so on. Many reasons.

To vary my teaching methods. Films also offer many possible gateways into a topic, as well as themes. Additionally, it can create good discussions and assessments.

Short grammar films explain certain grammar topics in an attractive and visual way. Movies might give a visual impression of a certain time in history, a certain atmosphere, landscape or cultural event.

See above

Improve listening skills, learn new voc., improve language flow, cover curriculum goals (news etc.), provide a "break" from more demanding (students would say "boring") tasks and thus increase motivation, help students become critical thinkers...

Variation, listening to authentic English, evoke interest and enthusiasm for different topics

Variation. Showing short clips during lectures helps illustrate and serves as a break from the lecture routine.

Because it increase interest, engagement, and I want to USE different learning methods.

It breaks up the monotony

I can "cover" many competence aims through working with different films/videos/news broadcasts

Illustrate topics that we work on

Specific projects, visual illustration of topics, plus the above (see Q;20).

Question 22: Do you have other comments about the use of film in the ESL classroom?

No

No.

Using film in teaching is necessary and must be a part of teaching curriculum

Good luck with your thesis!

no

I think you should use film in the classroom as long as it is topic relevant and as long as the students understand the plot of the film and the contexts they can use the film in.

Film is a great and useful tool

I'd like to use film more than I currently do.

The lesson plan and objectives must be clear. If you only use film as a break from academic work, it's rather pointless

It is an essential supplement to my teaching.

Short educational films from teachers' books or TV2 skole, NRK skole, Elevkanalen can be quite useful to explain certain topics in a visual way.

Nope. Good luck with your master's!

Useful, sometimes necessary, needing capable hands-on teaching approach.

Appendix 9: Interview fragments

*Interventions from the interviewer are written in italics

Teacher 1

How old I am? I am 41 years old

I have been teaching English for 12 years, 4 years in Romania and 8 years here, in Norway. I have been teaching English at high school and primary school (ungdomsskole)

I have studied English and German in Transylvania (Romania) I have my master degree in German literature.

Question 1:

I depends, I usually use film in the beginning. I have a plan for each class and I have some goals for each class. If we've worked with certain topic in the book then we say ok, now we're going to watch a movie. You're going to get some questions, which you have to answer, for example, while watching the movie and then we're going to talk about the movie. It depends how difficult the movie is for the pupils, for the students. So, if I have a comedy, for example, we usually talk about the movie when the movie is over. Then, they get some questions and we do some exercises, and they have to write a film summary, for example.

Are you just talking about feature movies or also videos and so on?

These, these are movies. I have to admit that sometimes I think that the movies are too difficult. Then, I have to divide the movie into parts. After each part I have to stop ask questions, or tell the pupils: ok tell me what happened? For example, I have watched a movie based on a Shakespeare real play. It was better for the students because they understood the movie and the play much better. They could answer questions and do some exercises by themselves. I usually watch a movie in the beginning.

It depends of how I structure the class, for example, we talk about a whole topic. For example, finding a job in Germany, then we have a text in the book, and then we play a video.

Would this be the end of the lesson or the middle?

I think it happens in the middle of the class. We talk about the video, have some questions, and then, my students, they work with various exercises. For example, they can work in groups, talk about the video.

I German, I also play videos in the end of the class. We can discuss texts, listen to some texts, and then we play the video.

I think it's up to each teacher how you do it, and I think it also, it depends on the lesson or the chapter you work with, some chapter require that you use it in the middle. You can play a video or documentary, for example, and then you can discuss about it.

Question 2:

Yeah, sometimes. I think it's very good with pre-viewing activities because you prepare students for what is about to come. If you talk about Shakespeare or a German author, I'm sure that all the pupils

have heard about Shakespeare or Goethe, for example, but they don't know so much about it, so I try to talk about it. Usually I make a PowerPoint presentation. I show it to my pupils. Ok, Shakespeare, a little bit about Shakespeare, and then we can watch a video or documentary about Shakespeare's life and then, we can do some exercises. I think these previewing activities, these are very necessary.

I have to say that I do all of these three.

Do you do while-viewing activities?

Quite often... I have a large amount of students in the class, 28- 30, I have to admit that not all of them are very interested in the movie I play, and to, I a way, oblige them to watch the movie I have to say: Ok this is the task, here are some questions, you're going to watch the movie, you have to answer the questions. This works with some students.

Post-viewing activities... ahh... I do this as repetitions as well. It happens that I have to play videos quite a lot, or many times, just to make the pupils to understand what we have been working with. We always do exercises after the film.

Question 3:

I used it once or twice.

Not so much?

No, not so much. I know that not all of them are going to do that. It happened once or twice. When I had to prepare the students for an oral examination. Quite a lot of students had done the homework, but not all of them.

I use it very very seldom.

I think it's a good activity, but I think it's good for those who really work.

Question 4:

One of the main purposes is to improve the pronunciation of the students and to make them learn a lot of words and a lot of expressions, but also to help them to listen to the way the British talk. I think that it's attractive to watch a video or movie where you hear the native speak the language.

But if you had to choose between the different skills or a topic from the curriculum? Why do use films? To teach about a topic or to improve different skills?

I think both. Film is a part of the curriculum as well, to watch a movie. A large part of the curriculum is that they have to improve their pronunciation skills, grammar skills, writing skills and so on. But I think that, when watching a movie, they can learn many skills. If they watch a movie they learn about culture as well, they feel more engaged in discussion afterwards.

Question 5:

Yeah, I do.

Can you explain me how this works?

At the beginnings of my classes I try to make a plan for each lesson. I try to choose some competence goals from the curriculum. Then, I say, at the end of this lesson you have to be able to this and that. So, yes, I refer to the curriculum.

Do you use your own goals or do you use the ones of the curriculum?

I use the ones of the curriculum in writing and I simplify them to the students when I try to explain what that means. I think that sometimes the curriculum is more advanced than it should be; the words are more advanced and the way it is expressed.

I think that almost all the competence aims from the curriculum can be covered watching a film.

Question 6:

It depends, when you have good students, students that are very good in English maybe they don't need English subtitles. You don't have many of these students in your class. For the sake of the whole class, and for the sake of your lesson, you have to play movies with English subtitles. I think that subtitles are just useful to make students understand the plot, the movie.

Question 7:

The main reason is to help them improve their pronunciation, and to help them learn a lot of words and expressions. Movies can be a more attractive method for them to learn a language. They have also to pay attention to the way they native speak. Learn dialects, and of course, they learn about the culture, the ways they think and live.

You can also watch a movie that can be used in different school subjects. You as a teacher can cooperate or work with other teachers. The pupils can make a project, for example, and present it for different teachers.

Question 8:

Usually is positive, because all the students, even if they are hardworking or lazy, or sleepy, or busy, or thinking about something else, all of them like to watch movies.

I always check this movie, is it ok to watch it with my class? I try a movie that... I have been talking about in my classes.

It can be negative if they don't understand the point with the movie, or if they think that the movie has been a bad choice.

Teacher 2

I'm 45

How many years teaching experience do I have? I'd say 15 or 16

I have a master's degree in English I kept studying English in Norway as well.

Question 1:

It all depends on what kind of film you show whether you use long films (then you use the whole lesson) or whether you use short films. I would say it could come at any time. At the beginning, let's say you don't say anything to the pupils or students about the topic and have them guess about the topic, and then you show them the short film. Or in the middle of the lesson, let's say you have introduced the topic and then the short film illustrates what you were taking about.

So, it's more common at the beginning and the middle of the lesson. Not so much at the end of the lesson, because at the end of the lesson you don't teach students. At end of the lesson, I use videos just for fun.

Question 2:

It depends on whether you show a whole film or a short film and what kind of activity do you have. It could be an activity where they have to answer questions related to the content of the film.

Pre-viewing activities, I have a lot of these. Actually, it is mostly when you give instructions to what's gonna happen. At least, why we're going to watch the film. So, the type of pre-viewing activity that we have is mostly to give instructions.

While-viewing activities are mostly to summarize or make sure that everybody understands the content of a film or just to remind the students what we did the last time, for example.

What kind of activities do you use?

It's not really activities. It's just stopping the film really.

Post-viewing activities vary tremendously. Sometimes, they just have direct questions related to the film. Mostly, on the content of the film whether is to write an analysis, writing activities, or whether is to reflect on a specific topic. Lately, we've been using the film *The Social Network* as we were talking about Facebook, and the kind of questions they got after viewing was what are the advantages and drawbacks of Facebook.

With short videos you can do the same type of post-viewing activity. They answer questions related to the content.

Sometimes, I have shown short films where the post-viewing activity was that students had to do their own videos. I have done this with the film *In a heartbeat*, which is actually an animation and the characters don't talk. The students had a task where they had to record themselves, telling me what the film was about. This post-viewing activity was an oral activity not a written activity.

Question 3:

I haven't done it so much.

Why not?

It's a matter of organization and time. I suppose I could do it, it's not a bad idea ahhh, I just, do it in class, that's all. Somehow, I flip the classroom, but I use the class to do this. Sometimes they watch content videos in the classroom. They all know that they have to bring their headsets.

I think that the flip classroom concept is a good one, you just need a bit time to do that. I don't always have time, unfortunately.

Question 4:

Well, both. Of course, you can use film to improve students' basic skills. They learn unconsciously, actually. You can have exercises, tasks, related to the language, and of course you can use film to teach a topic from the curriculum, like you can talk about social media. Basically, you could relate any topic of the curriculum to film.

Question 5:

I don't design the competence aims, I just use the competence aims. I can present the students the competence aims from the curriculum we are working with. There's no need for designing other competence aims.

Question 6:

Sometimes they can... reading and listening skills. However, sometimes subtitles can impair... subtitles can be useful to weaker students, not necessarily for the strongest students. It depends of the students' level.

Question 7:

Because the students, first at all, enjoy themselves when watching films, and there is nothing better than students enjoying having class.

Because it is an easy way and a fun way of acquiring knowledge without struggling. Subconsciously, you do learn a few words without even paying attention, words and expressions, or ways of talking.

It's somehow painless knowledge I would say. They don't have to make any effort is almost as if their brains are fed with something useful and important without making any effort which is pleasant both for them and myself as well.

I love using films not only because you sort of learn without making any effort, but also because it's simply pleasant. Most of the time, at least.

Something you remember, films have this effect on you. Since you combine images with sounds, sometimes there's music in the background. It has an effect on the brain. You simply remember better.

Question 8:

Absolutely positive. I could add, if it's helpful for your interview, that I use both long films and short films. It could be films to increase knowledge of a specific topic, or to work with language. It can be short films, it can also be grammar films for that matter. Or films without any English in them like *in a Heartbeat* -an animation about two boys who fall in love. I have used this short film to have the students reflect on the topic of homosexuality, mostly so students could express themselves in English. I also use films so the students have some questions to answer if they come to the oral exam, that I always can ask them question about a film, that they have something to answer.

Teacher 3

Jeg er 45 år

Jeg har en bachelor i Engelsk og Fransk, Master i Engelsk ved UIO.

Jeg har undervist i 11 år.

Question 1:

Jeg har brukt film i Engelsk noen ganger. Vi har sett mest på barnefilmer-hvis jeg kan kalle dem det- blant annet *Harry Potter* og *How to tame your dragon*. Vi bruker vanligvis hele undervisningstimen. Vi bruker ikke videoer eller andre type filmer.

Question 2:

Når vi ser på film er det fordi vi jobber med et tema fra boka. Hvis vi jobber med *Harry Potter* har vi noen timer som forbereder elevene til filmen. Dette er vår «pre-viewing». Vi stopper ikke filmen mens vi ser på den. Når filmen slutter har vi alltid noen oppgaver. Vanligvis skrive oppgaver om filmen.

Question 3:

Å bruke film tar ganske mye tid, så om du har et interessant tema -om du finner en film eller dokumentar da er det lurt å gjøre det hvis ikke eller det greit så de har kontakt med selve språket, for å høre uttale, hva heter det? «to enrich the vocabulary»

Ser dine elever film som hjemmelelse?

Det har jeg aldri brukt, nei. Kanskje det går på videregående skole, men på ungdomsskole går det ikke. Jeg synes at de ikke kommer til å gjøre lekser. Jeg har brukt «content videos» i timen når jeg underviser fransk, men aldri i engelskundervisning.

Question 4:

De viktigste er å jobbe med selve temaet/curriculum. I engelsk er de ganske flinke. De trenger ikke å måtte lære det grunnleggende. De kan for eksempel prøve å finne «supernatural things» i filmen, finne «the setting», «the plot», «the characters», men ikke vokabular. Dette er ikke i fokus på ungdomsskolen.

Question 5:

Jeg bruker kompetansemål fra læreplanen fordi jeg synes at det er enkelt å bruke dem. Når vi har prøver eller noen lignende da introduserer jeg kompetansemålene. Jeg forklarer hvorfor gjør vi dette her. Nei, jeg lager ikke mine kompetansemål.

Question 6:

Ja, selvfølgelig. Det er ikke alle som er flinke i engelsk. De forstår ganske mye, men de sliter med å skrive, med å uttrykke seg godt i engelsk, de sliter litt med grammatikk. Da er det lurt å hjelpe dem med undertekster, at de ser teksten og kanskje blir de mer bevist på sånt må jeg snakke eller sånt er riktig.

Undertekster kan være med å hjelpe med lese- og skriveforståelse. Når det kommer det samme ordet flere ganger i filmen for eksempel «which» or «witch» er det mulig at de begynner å bruke dem på riktig form. Noen er ganske visuelle og om de ser ordene får de med seg riktig måte å skrive ordene.

Question 7:

Å gjøre timen litt annerledes, for å være mer kreativt, selv om det er mer krevende. Det kan være litt underholdende, «using films as entertainment»

Om elevene får noen oppgaver da må de være fokusert, og ikke bare se på film for å se på film.

Question 8:

Min opplevelse med bruk av film er positiv. Jeg kunne ønske meg at bøkene var annerledes ... om de kunne komme med en interessant dokumentar og film som kunne brukes med temaene. Jeg bruker *Stages* på 8. og 9. trinn.

Teacher 4

I'm 30 years old

I've been teaching English for around 4-5 years

I have a degree in English and Spanish, Teaching training and Master in English Literature.

Question 1:

When we plan a lesson, we always have different stages of the lesson in mind. I personally think that you can use find in various stages of the lesson, depending on what you want to teach. If you use film in the beginning it can be to grasp students' attention, especially with shorter films a clip, a video, a music video or anything you want. I think it could be very nice. It's something visual, something just engaging for the students. Personally, I like to use songs as a start, that would be in the beginning, in the very beginning of the lesson.

But it could do it after I have introduced the topic or vocabulary. Depending on what I aim to do. If I want to work with phrasal verbs, which is a part of grammar, I could start, of instance, explaining some comments on phrasal verbs and then we could listen to a music video, trying to listen to the phrasal verbs.

If you use a whole film, if we watch a movie, then I would have to use the whole lesson. Preferably a double lesson even.

I am quite flexible to show video clips whether to start with them as a warm-up, whether to do it towards the middle, but I would usually do one of these two options instead of doing it at the end. I use shorter videos to practice, but not to summarize the lesson.

Question 2:

I use pre-viewing activities because I would want to go through the vocabulary or while-viewing, especially if I have a music video and the students have to tell me what they are seeing.

With longer films, movies, I would probably use pre-viewing activities in order to introduce the historical or cultural context, but not while-viewing activities, basically because you have a time-limit.

Post-viewing activities is something we obviously do with clips or films you could do analysis, discussions or writing activities.

Question 3:

I do, especially if students have a study day or time-off school. I give them, for example, a video they have to watch at home, for instance a political debate with democrats and republicans. They have to watch it at home and they have to do some homework related to the debate and then, they come to class and we conduct a discussion based on that.

Do you ever begin your lessons with content videos and then the students work with activities the rest of the lesson?

I do this quite often. I watch content videos in the classroom, and then students work with different activities.

Question 4:

I use film with both purposes, actually. With younger students, short films could be used as vocabulary triggers, and with older students there's also focus on the basic skills. For instance, if you use subtitles, they will see spelling, how the words are pronounced. Later on, we can add some writing activities, speaking activities. Obviously feature films can be related to topics of the curriculum, I relate them to cultural aspects, especially, and history as well. I feel I try to focus on both.

Question 5:

I do because I try to make them more specific. I think that the competence aims are very broad, I try to specify and focus it a bit.

Could you give an example?

For instance, if you have the learning objective of expressing yourself fluently and grammatically correct, I can specify and say what kind of speaking activities we are aiming for and what kind of grammar we are going to focus on.

Question 6:

Yes, because you see the spelling of the words pronounced. Maybe teenagers today are not that good in writing, so they are much stronger when it comes to speaking. I also think that many teenagers don't really read in their free time, so this is actually one of the few occasions when they will actually read in English.

Question 7:

The reasons will be different according to what kind of film I'm using. If I'm using shorter films the focus will usually be on vocabulary and grammar, but if I'm using feature films the focus will be on culture and history as well.

Question 8:

I will start with the goods. I notice that films are very efficient in grasping the students' attention, which can be important, to get an insight into a topic. I think it's nice as well if it's about the topic, and that they get to listen to authentic English, instead of listening to just the teacher explaining,

that's also a positive aspect. I think it can also help to improve awareness of the language. If you study, for instance, an aspect of grammar and you find a video illustrating it, I think that students' awareness of the many ways in which you can learn English is increased.

One negative aspect is especially related to feature films. I really don't see any problem in using shorter films, but when you actually talk about a movie, that can be very time consuming, and sometimes, it can feel like: this is a waste of time!

Teacher 5

I am 57 years old

I have been teaching English about 20 years

I have studied English as a main subject. Also, theology. I've studied German and Spanish.

Question 1:

I use film in all the language that I teach (Spanish, English, German), but also in religion, and it depends a bit on the level. In Spanish and German, the pupils are in a very low level, I show often videoclips which are connected to certain topics. About using feature films in Spanish or German, you can do it, but they will not learn that much. You can choose them to get in the mood of the culture.

What about in the English lessons?

In the English is a bit different because the level of English is much higher. We have shown films, but it's mainly at the end of a period or topic. Let's say if we talk in the 9th class now about slavery and the USA we may watch a film about that. We haven't decided, but there are films like *Kissing Kate*, or when we talk about indians, *Bury my heart at wounded knee*, so they are films which cover the topic. We show them after we have work with tasks, after that we have worked with the vocabulary, and explained the situation, so they have knowledge about the topic before they see it.

Do you use clips or other types of film in English?

We use also kind a few clips. They are quite a few good clips, for example, find on YouTube, and you can find clips which are Ok for 9th class or 10th class, they can understand it. For example, today I showed them a short clip about immigration, we talked about immigration to USA, where several people said where they came from for all over the world, that was really very nice for the students.

And when you use these clips, would it be in the beginning, in the middle, at the end?

This, I used in the beginning now, to introduce a topic.

Is it always like that?

No, it can be also after you have read a text. For example, we read a text about what the name? ... Slave in a box, and after you have read the text, we showed the video. Then, you get the topic from different angles.

What about at the end of the lesson? is that usual?

Yeah, as a sum up, as a summary. I think you can when you do it... it depends a bit on the class, on the topic, on the mood, on the time of the day, even.

You have to think about the time of the day, especially 8th class, they can be very tired, then you can say ok, we talk about that, we work with some things, I go through a PowerPoint and then half an hour we watch a film (a start of a film).

Question 2

What we sometimes do, we ask them to take them some key words, so that they can sum up some facts from what they've seen.

Pre-viewing? I'm not sure

These are the activities that you may do before watching a film.

Yes, yes, we do that... let's say we talked about slavery, we read texts about slaves, and then we watch a film, so they watch it with different eyes, with a knowledge background.

And when they are watching a film or a clip, do you stop it in order to do activities?

I may stop it if there's an important word, but I have found out... they... they don't like that actually, to get interrupted, when you stop, they get a bit upset. I just stopped if there's something I want to underline or explain.

and post-viewing activities?

I think that it is often to write down key-words while they listen, so we can sum up what we've seen. Post-viewing are mostly oral activities, they write down key-words and we sum together orally in class.

Question 3:

Flip your classroom? That would mean that I film myself?

Not necessarily, because if they have to watch a video or feature film as homework, it could be from another teacher, YouTube, etc.

Ah, yes, so that is a kind of homework?

Yes, and when you come to class you work with exercises.

No, I don't do that. I haven't done it because, well it's difficult to say. I haven't thought about that so much, no.

And have your students watched a content video in the classroom and worked with exercises after watching the video?

No, they haven't. I'm always like no they don't understand, they don't understand. I'm to scare that they don't understand.

Question 4:

I think the reason is both. Basic skills are for example, writing and talking and I think that both skills can be taught by watching film. Films can be good to teach a topic, because they show it in a way

that I cannot always show. I haven't got these visual effects, which films have. It's a good additional way to learn topics.

Question 5:

In the beginning of the lesson, we write down our goals.

Your own goals?

Yes, my own goals for the lessons. To understand a text about immigration. In a wider understanding my goals are a part of the curriculum, because the curriculum, it says you have to read different types of texts, you have to learn about different cultural parts. It is part of the curriculum, we always work with the curriculum. We set up a "fagplan" where we have periods, of let's say four weeks, then we set the "kompetansemål" from the curriculum, then we put in the text we want to read, the texts, we want to see, etc. I don't write that on the blackboard for the students I write my own goals.

Question 6:

I think so, English subtitles?, yes sure, of course.

When you have English subtitles you can improve grammar, the spelling, you can improve your vocabulary, and you use this in writing, and oral language, you got a lot of pronunciation by reading and listening. Then, reading skills too. You see the words at this helps with the spelling, and the grammar, for example, verb concord he talks to her, or yeah.

Question 7:

I think main reasons is to visualize the topic, to give them certain cultural understanding of a country, and to repeat things in a different way, to widen their horizons.

Question 8:

We always talk about variation in teaching, so this is a variation, this is a change.

It is positive, but you have to use good materials.

It is connection with feelings also. When you think about learning languages it's also a lot of feelings, not only see or read, but you have to evoke emotions, watching a film evokes emotions, the music evokes emotions, feelings, which helps you to remember things better. I think that when you think about the brain, I read it somewhere, the part of your brain where feelings are is also your memory in a way. When you can connect, let's say, the topic or words to a certain feeling or melody or emotion then it will stick better in your memory. It may be easier for you to remember better, and especially for teenagers, they are very emotional.