

# Using movie trailers to enhance both face-to-face and online language learning outcomes in an EFL speaking class

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**ABSTRACT:** This design-based research explored the language learning outcomes of watching movie trailers in a large speaking class offered in both face-to-face (f2f) and online learning environments. In this 12-week study, the instruction was f2f for the first four weeks and online for the remaining eight weeks. The data were collected from 58 first-year university students via semi-structured interviews, an open-ended online survey, and researcher field notes. The data of the interviews and the open-ended online survey were subjected to qualitative content analysis. The results indicated that watching trailers stimulated participation and improved their speaking, pronunciation as well as learning/recalling vocabulary. Furthermore, movie trailers helped increase their motivation and willingness to communicate. Therefore, it is argued that the movie trailers deliver positive contributions by infusing numerous pedagogical advantages into foreign language curricula, suggesting that using them in both f2f and online speaking classes is rewarding.

**Key words:** Movie trailers, speaking, oral communication skills, online language learning, design-based research.

**Utilización de tráileres de películas para mejorar los resultados del aprendizaje de idiomas, tanto en persona como en línea, en una clase de conversación de inglés como lengua extranjera (EFL)**

**RESUMEN:** Esta investigación basada en el diseño exploró los resultados del aprendizaje de idiomas a través del visionado de tráileres de películas en una clase de conversación de gran tamaño, ofrecida tanto en entornos de aprendizaje presenciales (f2f) como en línea. En este estudio de 12 semanas, la enseñanza fue presencial durante las primeras cuatro semanas y en línea durante las ocho semanas restantes. Los datos se recopilaban a partir de 58 estudiantes universitarios de primer año a través de entrevistas semiestructuradas, una encuesta abierta en línea y notas de campo del investigador. Los datos de las entrevistas y la encuesta abierta en línea se sometieron a un análisis de contenido cualitativo. Los resultados indicaron que el visionado de tráileres estimuló la participación y mejoró su expresión oral, su pronunciación y su aprendizaje y memorización de vocabulario. Además, los tráileres de películas ayudaron a aumentar su motivación y disposición para comunicarse. Por lo tanto,

se concluye que los tráileres de películas proporcionan aportes positivos al aportar numerosas ventajas pedagógicas a los planes de estudio de idiomas extranjeros, lo que indica que su uso es beneficioso en las clases de conversación, tanto presenciales como en línea.

**Palabras clave:** Tráileres de películas, conversación, habilidades de comunicación oral, aprendizaje de idiomas en línea, investigación basada en el diseño.

## 1. INTRODUCTION

As a multidimensional construct, student engagement is seen as learners' cognitive and emotional drive to carry out a task for learning (Schunk & Mullen, 2012). However, getting second language (L2) learners to speak in class can be challenging, particularly in an online class (Zhang & Head, 2010). Numerous digital tools have been used to overcome this challenge; however, media selection should be carefully chosen since the media used for learning can limit or promote students' interactions (Thoms & Eryilmaz, 2014). Teachers should consider learners' media usage patterns and preferences when designing courses to succeed online (Kobayashi, 2017). Movie watching is already among the behavioral patterns of Turkish EFL (English as a foreign language) learners (Kartal & Balçıklı, 2019). Therefore, incorporating daily routines to the classroom can improve classroom learning, including online classes.

In Turkey, students of all grades (from primary to higher secondary schools) are formally assessed through multiple-choice questions, ignoring listening, writing as well as speaking skills, in high-stakes exams. Moreover, to enroll an ELT department and even to become an English teacher, candidates' reading, vocabulary, and grammar are assessed. This has forced students to delay focusing on their speaking skills (Yeşilçınar & Çakır, 2020). The lack of required interaction decreases learners' motivation. From this point of view, it is vital to provide learners with opportunities so that they can interact both in and outside the classroom. One of such opportunities is movie trailers. A movie trailer differs from other multimedia contents (e.g., movie) and usually contains the most exciting, funny, or attention-grabbing scenes, which is a strong argument against the representativeness of the trailers for the entire movie (Deldjoo, 2020). Based on the advantages of using movie trailers, it is worth investigating their effects on language learning outcomes both in f2f and online learning. The use of movie trailers for these purposes, both face-to-face and online, has led us to utilize some related theories and design-based research (DBR).

## 2. THEORETICAL PERSPECTIVE

This study is grounded in multimedia learning. The cognitive theory of multimedia learning (Mayer, 2001) assumes that the information processing system consists of dual visual and auditory processing channels. Besides, the Cognitive-Affective Theory of Learning with Media (CATLM) (Moreno, 2006) maintains that the design of learning materials can generate positive or negative emotions facilitating or challenging students' learning attitudes. Engagement and interaction, for CATLM, can be considered critical factors in determining participation choice. Therefore, it is necessary to envisage notions such as student engagement and interaction to contextualize this research under online multimedia learning. The self-de-

termination theory (SDT) (Ryan & Deci, 2009) may also account for language learning with movie trailers. This is because when pedagogical design can address learners' needs, it is engaging for learners. Since watching TV series and movies is already among the behavioral patterns of language learners (Kartal & Balçıklı, 2019), incorporating everyday habits into the classroom can enhance classroom learning because SDT is a predictor of intended L2 learning (Takahashi & Im, 2020).

Classroom interaction is crucial in language learning (Theriault, 2019). Teachers are expected to involve their students in class discussions. However, some students may not have sufficient meaningful input to communicate in the classroom. Also, the predetermined sequence of tasks may interfere with active participation (Aslan & Şahin, 2020). Therefore, creating opportunities for authentic communication and learners' actual use of the L2 is crucial. For Compton (2009), "[an online learning] task should be evaluated on the basis of its impact on learners' online interactions and opportunities for negotiation of meaning" (p. 85). Motivation and willingness to communicate (WTC) are reported to be affected by individual and situational variables influencing a speaker's tendency to participate in communication (MacIntyre et al., 1998). Therefore, L2 WTC is conceptualized both as a trait and a state level, showing changes in different situations. A movie trailer, whose aim is to attract the audience to the movie (Jensen, 2014), may increase WTC and allow students to talk about numerous language class topics.

Student attributes (e.g., watching movies) play a crucial role in the concept of online learning (Küsel et al., 2020) as these attributes lead to learner autonomy, which has a promising relationship with technology (Reinders & White, 2016). Previous research shows that songs and movies are among the most commonly used self-regulated learning activities for EFL learners (Kartal & Balçıklı, 2019). Using movies improves listening (Ismaili, 2013), enhances incidental vocabulary learning (Webb, 2010), improves academic writing skills (Baratta & Jones, 2008), develops intercultural communication (Pegrum et al., 2005), stimulates thought about the world and discussion (Bray, 2018), enhances motivation (Goctu, 2017; King, 2002), and fosters autonomy (Lin, 2002). Also, video use has been reported to significantly affect speaking and listening skills (Chapple & Curtis, 2000; Ukhra et al., 2020).

### 3. THE PRESENT STUDY

This study follows a DBR approach to meet the needs of EFL learners and the pedagogical necessities for improving speaking skills. Starting with a needs analysis, the DBR necessitates iterations of practical problem analysis, solution and prototype development, testing, and improvement. A requirement for students in EFL contexts, including Turkey, is the development of speaking skills. Turkish students learning English as a foreign language experience oral communication problems (Coskun, 2016). One factor is learner reticence. One way of overcoming learner reticence in a speaking class is to talk about what and how they want to learn (Zhang & Head, 2010). Movie trailers can be used to address this reticence since they are freely available on the Internet, and students are already involved in watching series and movies. Based on Chowdhury and Shaila (2011), the study was conducted in a large-speaking class. Although the role of movies in L2 is well-studied (see, among others, Cardo, 2014; Chapple & Curtis, 2000), no research investigates the effects of movie trailers

on language learning outcomes both in f2f and online learning. Addressing this gap, this DBR study explores the role of trailers in enhancing language learning outcomes both in f2f and online speaking classes. Thus, this paper seeks answers to the following research question:

RQ. How do movie trailers enhance language learning outcomes in f2f and online speaking classes?

## **4. METHOD**

This DBR study considers a large-speaking class as a case. A case study allows for in-depth analysis of individual problems or examples of a phenomenon (Given, 2008). The case study design urges for defining the setting of the case(s) within contextual situations. This research employed a collective or multiple case study, in which the researchers chose several case studies to explain the issue (Creswell et al., 2007). Therefore, the nature of the research supports using a specific case study design: to explore how movie trailers facilitate pedagogical practices in speaking and how learners view such practices.

### **4.1. Context and participants**

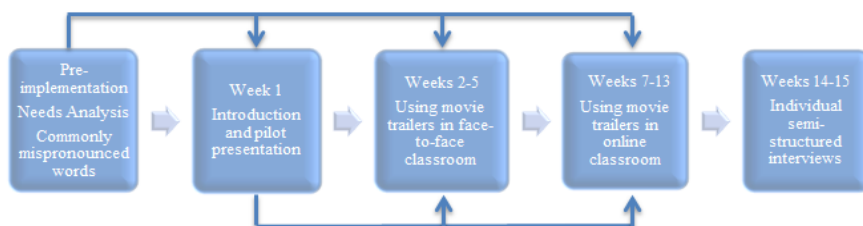
This study was conducted at a teacher education program at a public university in central Anatolia, Turkey, in Oral Communication Skills II. Utilizing convenience sampling, the research was conducted with first-year students in the spring semester of the 2019-2020 academic year. In this class, in which 62 students were enrolled, one student never attended the classes, and three students were excluded because they could not attend the online classes. Therefore, the research was carried out with 58 students (42 males and 16 females). The participants were interviewed to understand their background knowledge about movie trailers. It was observed that they were familiar with some movies in their L1.

Since all of the participants started the ELT program by passing the same national standardized exam and scoring similarly, it was thought that their levels of language proficiency were similar. Likewise, students who took the oral exam and scored above 70 out of 100 were accepted to the program. Others were taken to the English preparatory class. The oral exam was conducted by two English instructors and the levels were approximately B2 and C1. Participants' levels were satisfactory for using movie trailers as authentic materials. For Bahrani and Sim (2012), using authentic materials in language classes require a high level of proficiency for further learning outcomes.

### **4.2. Procedure**

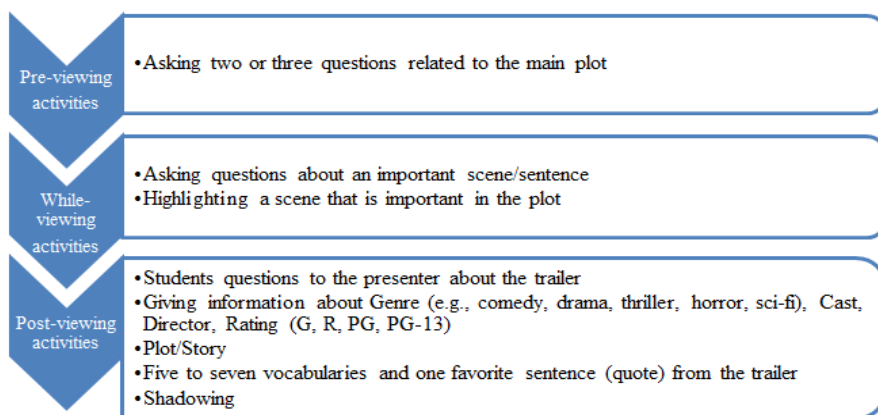
This study lasted 12 weeks. Each week, there was one session of two class hours (90 minutes). The first four weeks were f2f, and the remaining eight weeks were online based on the decision given by the university administration. The participants opted to pick the movies themselves, addressing their own interests in both f2f and online classes. In the f2f instruction, the students watched the trailers on the big screen in the classroom, and activities were done using this screen. The online courses were conducted via Adobe Connect. The students shared their screens and made presentations. They watched the movie trailers when

the host (presenting student) shared the screen. Students used their microphones to answer the presenter's questions. The whole process was the same in both f2f and online classes. Figure 1 shows the summary of the implementation process.



**Figure 1.** Summary of the implementation process

As shown in Figure 1, the study was based on the results of a needs analysis, i.e., low WTC and motivation levels in speaking classes. At the beginning of the semester, the instructor (corresponding author) first demonstrated how to use movie trailers and then introduced the activities. Students were asked to send their series or movie names, links, and questions to the instructor one week before their presentations. Although the participants were allowed to use both series and movies, most preferred movie trailers. Each participant made a presentation; therefore, 58 trailers were presented, with an average of five trailers each week. Since there was a 90-minute session each week, participants had 18 minutes to both present and show their movie trailers. The length of one trailer was about three minutes. The trailers did not include offensive language or images. The practical activities for exploiting movie trailers were prepared based on previous research using authentic audio-visual materials for linguistic benefit within a broad communicative approach (Cardo, 2014; Pegrum et al., 2005). The students were asked to have pre-, while, and post-viewing activities (see Figure 2). The post-viewing part's last activity was shadowing (i.e., imitating speech modelled in the trailers), which is useful for L2 pronunciation (Foote & McDonough, 2017).



**Figure 2.** Pre, while, and post-viewing activities

The pre-viewing activities included two or three questions related to the main plot. The post-viewing activities required students to give information about the movie, including genre (e.g., drama, suspense, thriller, comedy, horror, and sci-fi), cast, director, and rating (G, R, PG, PG-13) (see Appendix C). Students were asked to provide a movie plot summary by referring to the trailer's scenes. They also showed five to seven vocabulary items from the trailer and one favorite sentence or quote from the trailer or the whole movie. This activity helped students recognize and learn comprehensible pronunciation. The adopted tasks were also well-substantiated by Framework for Oral Production from Walqui and Van Lier (2010). The "purpose" is located at the top in their inverted pyramid model. Then, the "idea," "organization," "sentences," and "words" are included, respectively. At the bottom is the "pronunciation."

In online education, students sent their presentations by email. Feedback was given to the questions to be asked before watching. Attention was paid to the sufficiency of the amount of language use in the trailers for the linguistic criteria. The vocabulary part focused on idioms and phrases for the movie selection criteria concerning the instruction of a specific form (i.e., idioms, phrases).

In line with the four-phased DBR, the implementation process started with a needs analysis. Throughout the process, the participants shared their opinions of the design and suggested changes. In this process, two pilot presentations were conducted, and the students and researchers decided to add the activity of shadowing, finding a favorite sentence and words to pronounce. With their reduced narration and intensified emotion (Jensen, 2014), the trailers were considered to motivate participants to read the transcriptions aloud by changing the tone of their voice.

### 4.3. Data collection and analysis

The data were collected via semi-structured interviews (see Appendix A), an open-ended online survey (see Appendix B), and researcher field notes. The open-ended online survey, which was prepared to elicit participants' views, included three questions. The survey was given to all participants. Collaborative work, expert opinions, and an audit trail were utilized to ensure the interview's credibility. The interviews were conducted in Turkish for about 15 minutes to understand their opinions of the adopted approach. All interviews were recorded and analyzed verbatim manually. Although all students were interviewed, the researchers terminated the data analysis of the interview process after the interview transcript of the 20th participant because of data saturation since no new analytical information arose anymore (Moser & Korstjens, 2018). Those 20 analyses belonged to seven males and 13 females selected randomly. Besides, the first researcher, who carried out the implementation during the research period, took field notes as a participant observer. These observations examined the positive and negative effects experienced during the implementation. This contributed additional support to the information that could not be collected with quantitative data.

To address credibility, the researcher's field notes and interviews were analyzed using a multi-step iterative process, including both the researcher and an independent researcher (Denzin & Lincoln, 2018). Data analysis involved the stages of description, classification, and relationship building (Dey, 2003). The course environment was depicted in the description stage, and the participants' opinions were directly quoted. All data were coded and analyzed

individually to explain the research question. Two experts coded the data, and a code matrix was created. The researchers undertook two separate rounds of coding. The inter-coding reliability was calculated by Miles and Huberman's (1994) formula and found to be 93% agreement. The relationship was established by analyzing the codes, themes, and categories. Also, regarding member checking, participants were asked to review the findings. The dual role as the teacher and researcher bears some ethical considerations, such as coerced participation and biased reporting (Ferguson et al., 2004). Regarding these concerns, this study ensured voluntary participation and anonymity by coding participants with a number in single quotes (S1, S2, S3). Also, written consent forms were taken from the participants, and they were informed about the freedom to quit.

## 5. FINDINGS

This section was organized around the findings on (i) the perceptions about the use of movie trailers, (ii) the affordances for language learning, and (iii) the promises and challenges in the online courses as perceived by Turkish EFL learners.

### 5.1. Perceptions about movie trailers

Participants' perceptions, collected via both an online survey and interviews, were presented by maintaining the integrity of movie trailers' contributions to language learning outcomes in both f2f and online courses. Many themes emerged from the analysis of how movie trailers improved language learning outcomes in these classes and how participants felt about the adopted approach. The findings from the online survey were presented in Table 1.

**Table 1.** *Affordances of the usage of movie trailers both in f2f and online classes*

MAIN THEME	SUB-THEME	AFFORDANCES	<i>f</i>	%	
MOTIVATION & WTC	Content appeal	Special effects and important moments grab attention	5	1	
			8	0	
				0	
	Lesson enjoyment	Increases fun	5	1	
			8	0	
			0		
WTC increase	Meaningful interaction and attention to content increases	5	9		
		3	1		
			WTC		
Curiosity about the movie	Finding new movies to watch	4	7		
		5	7		
AUTHENTICITY	Authentic contexts	Being exposed to language that takes place in authentic contexts	5	9	
			6	6	
	Authentic activities	Speaking activities are authentic	5	9	
			4	3	
Cultural awareness	Cultural elements are embedded	4	6		
		0	9		

As seen in Table 1, the movie trailers offered affordances for motivation and WTC. They also increased interest and brought fun to the classroom. As stated by S42, “Some trailers were exciting and fun. The special effects or the important points, especially in the comedy genre, caught our attention, and we enjoyed them a lot.” The participants also found the plethora of topics covered by the trailers beneficial, as it increased curiosity about new movies to watch. S13 asserted that “I was curious about the trailers my friends were going to show because I really like watching movies. I attended all of the courses because I like learning about new movies.” Movies also contributed to increased WTC levels. S21 noted, “Some scenes and topics were really attention-grabbing, and I wanted to contribute at least a sentence.” S3 said, “Trailers caught my attention. As I watched lots of TV series and movies, I wanted to ask something or contribute a sentence.” Some participants underlined the importance of movie trailers’ comprehensiveness as this feature garners their attention and ensures they are left wanting more. For example, S8 reported, “A movie trailer provides the plot, genre, and the mood of the film in less than three minutes. This also creates enthusiasm for the film.”

The interviews also yielded students’ perceptions of the material authenticity of movie trailers of movie trailers. Participants believed that the language in the scenes was used in real-life contexts with real people, which also helped them get involved in real-life discussions in their speaking activities. S34 stated, “Everything is real, and a trailer shows important moments. The authentic environment accompanied by the related language is beneficial.” Another participant (S11) underlined that a movie trailer is necessary for them to have exposure to various kinds of authentic language materials that enable students to see the connection between the real world setting and the classroom environment: “Thanks to movie trailers, we could notice the practical benefits of using the language in real-world scenarios.”

Moreover, they emphasized that movie trailers included several cultural elements. For example, S31 said, “The movie trailers can inform you about different cultures worldwide. Language is learned better with its culture. So, it helps us understand and speak the language better.” They also believed that movie trailers could visualize the appropriate use of the English language. This situation allows students to learn how to be good speakers. S13 indicated, “The original language of movie trailers I chose was English. This allowed me to be aware of the correct pronunciation of some words. I do believe that it helped me sound like native speakers.”

Findings on the affordances for language learning

The analysis results to demonstrate the movie trailers’ contributions to language learning outcomes are presented in Table 2.



**Table 2.** *Language learning affordances of using movie trailers*

MAIN THEMES	SUB-THEMES		%	EXEMPLAR PARTICIPANT QUOTES
Speaking	Prompts		100	Some scenes were interesting, and I wanted to say something about it. (S11)
	Appealing topics		100	The issues (e.g., family, friendship, technology) catch my attention. We can share our ideas on these topics. (S22)
Pronunciation	Shadowing		98	We read the transcription just like the characters in the movie and the narrator. We had to rehearse to sound like them This was very useful to learn pronunciation, particularly the stress and intonation in the sentences. (S50)
	Effective narration		90	The tone of the voice and the emphasis of the words helped me correctly learn the pronunciation of words. (S41)
Vocabulary	Noticing words	novel	95	In some scenes, the words were also written and highlighted in the movie trailers. I checked a dictionary for unknow words, or I tried to guess. Some words were used by the narrator or the character effectively. Thus, I wanted to check their meaning. (S3)
	Phrases		90	The trailers included some English phrases I had not heard before. They caught my attention, and I learned them thanks to the trailers. (S1)
	Simultaneous presentation of the image and word		85	In some trailers, you see the scene and some words simultaneously. For example, I learned the names of seven sins in English, and I think I will not forget that. (S47)

Both interviews and the researcher's field notes suggested that students' language learning improved (from speaking and pronunciation to vocabulary). S2 stated, "We always discussed tasks which improved speaking. My pronunciation is better than before." All students found the movie trailers engaging and motivating. Students indicated they could participate more as a way of finding numerous topics and something related to themselves. For example, S7 said, "Being autonomous in selecting our trailers brought fun. I felt more willing and motivated to participate in tasks." Besides, the movie trailer contributed to the participants' pronunciation via shadowing and effective narration. Reading transcriptions aloud permitted them to rehearse many times and improve pronunciation.

In addition, the researcher's field notes suggested that watching movie trailers might improve the ability to relate new knowledge to previous experiences or information. That is, it activated the memory and contributed to vocabulary retention. Students were observed to compare the movie trailers in terms of various features such as the accuracy and fluency of the language, chunks, pronunciation, vocabulary, etc. Since everyone could choose tasks according to his/her needs, interests, and abilities, it is fair to state that watching movie trailers supported personalized learning.

### 5.3. Perceptions about the affordances and challenges of online courses

Table 3 shows the promises and challenges after transitioning from f2f to online.

**Table 3.** *The promises and the challenges of the online weeks*

<b>Promises of the online course</b>	f
Convenience	55
Stress-free environment	53
Access to information (dictionary, search engines)	50
Effective use of voice	35
<b>Challenges of the online course</b>	
Time management issues	19
Lack of body language and facial expressions	18
Less interaction	14
Technical issues	7

Note: f indicates the number of students who gave one or more of the responses shown in each respective category. Some responses fit more than one category.

Table 3 indicates that the most commonly reported benefit of the online course was convenience. Many respondents cited the stress-free environment as a promise of the online class. For example, S27 stated, “We followed courses at home. We could drink our coffee or tea. It was more comfortable than the classroom.” Another issue was the ease of access to information and dictionaries. S16 stated, “Sometimes I come across an unknown word. I used my phone and learned [the word].” As for the effective use of verbal language, S14 discussed her views on using her voice more effectively, saying, “Once we switched to online teaching, we could not use body language and facial expressions effectively. Therefore, we tried to use our voice more and more effectively.”

The online courses, however, had challenges. Learners stressed the difficulty of managing their time in the learning environment due to some unexpected problems while speaking. S57, for instance, lamented, “Sometimes our friends or the presenter faced a problem such as an internet connection or voice quality, and this made it difficult to manage our time.” Similarly, S19 complained about the lack of eye contact that is important for turn-taking: “I began my presentation and asked a question, but I could not know when to stop receiving answers since I could not see all of my friends.” S34 warned about the difficulty in using body language and facial expressions effectively: “Although we could see each other, we could not use our body language, which is very important while speaking.” Another salient issue was related to the inadequate level of interaction, which S45 voiced as “One of the most outstanding differences of the online weeks is the chance to interact as we did in the

classroom.” The other technical issues were related to the problems that occurred due to the microphone and camera: “Everything was fine, but sometimes my microphone did not work well” (S51) and “I used my hotspot, and my internal camera did not work well” (S7).

## 6. DISCUSSION

The findings showed that movie trailers had a great perceived potential to contribute to oral discussions by stimulating participation, helping students learn and recall vocabulary, and improving pronunciation. Given that students already watch series, movies, and trailers, it becomes possible to develop highly student-centered programs and classroom activities (Chapple & Curtis, 2000). Concerning the pedagogical value of utilizing movies to enhance language learning outcomes in EFL contexts, the results of this investigation align well with previous studies in the field (Pegrum et al., 2005; Webb, 2010), in which participants identified positive contributions of using movies as authentic materials. The present study has reported that the movie trailers are appropriate for cognitive theory of multimedia learning (Mayer, 2001), indicating an advantage of being exposed to both visual and auditory input. Both interviews and the researcher’s field notes suggest that the combination of visual and auditory input help students focus on and be aware of, especially, intonation, pronunciation, vocabulary, etc. Besides, participants mentioned the contribution to vocabulary learning. Previous research indicates that movies promote incidental vocabulary learning with their visual and aural input (Webb & Rodgers, 2009). Similarly, Webb (2010) asserts that watching movies may provide an opportunity for exposure to unknown words. Additionally, learners’ attention is caught by novel vocabulary, including current colloquial language, which is not frequently presented in textbooks (Pegrum et al., 2005). The participants also benefited from shadowing since it helped them improve their pronunciation, previous corroborating research (Foote & McDonough, 2017).

Using movie trailers increased students’ participation in activities and contributed to their interaction because they were more willing and motivated to speak. Also, the participants were observed to enjoy the weekly tasks. This finding is significant because students’ silence or unwillingness to interact and speak in EFL classrooms can challenge instructors to motivate their students for more engagement and active participation (Abebe & Deneke, 2015). That the incorporation of movies increased motivation aligns with previous research (Goctu, 2017). Meaningful interaction, topic, and task orientation affect the WTC of the EFL learners. The Turkish EFL learners’ most frequently conducted autonomous language learning activities are listening to English songs and watching English movies (Kartal & Balçıkanlı, 2019). The increase in motivation levels of the participants in this study is likely due in part to the fact that the adopted pedagogical design adequately addresses the optimal motivation of the learners, which motivates the learner to engage in learning tasks. It is also found that the trailers bring fun to the classroom. Fun is an essential factor in language classes because neuroscience research demonstrates that “when the fun stops, learning often stops too” (Willis, 2007).

The use of movie trailers provides evidence that trailers could be used to increase classroom participation, which has received much attention as an essential component of success

in learning (Theriat, 2019). The findings revealed that authenticity played a role in this active participation. The participants believed that affordances, such as authentic contexts, authentic activities, and cultural awareness, helped them get involved in the learning. It has previously been acknowledged that culture permeates motivational and learning processes (Li, 2012). This study advocates that the trailers' thought-provoking content, appealing topics, and prompts increased participation, engagement and interaction. Previous research confirms that movies can stimulate thought about the world and discussion (Bray, 2018). This finding is crucial for speaking classes because active participation may be interfered by predetermined topics and tasks (Aslan & Şahin, 2020).

The perceived strengths of online courses were convenience, a stress-free environment, access to information (dictionary, search engines), and effective use of voice. These findings are well-substantiated in a study by Toliver (2011) who acknowledges that the motivation levels remain the same in online learning. Similarly, Hsu et al. (2019) state that student-centered online courses foster motivation and help reach learning outcomes by addressing their basic psychological needs. The present study noted that learners both engaged in authentic learning activities and learned about new movies and series to watch. Therefore, curiosity, which is positively correlated with learning (Oudeyer et al., 2016), was another motivating factor for the learners to participate in the learning process and the reason for no attrition. These results are also representative of the tenets of SDT in the sense that the inner world of drives is significant predictors of learning (Ryan & Deci, 2009).

Some challenges of online weeks were time management, lack of body language and facial expressions, less interaction, and technical issues. The researcher's field notes also illustrated these challenges. However, movie trailers motivated students to be involved in learning. This finding is important since the roles of motivation and a cheerful learning disposition are emphasized in online learning (Chiu & Hew, 2018). The increased motivation levels in this study can be attributed to the view that motivating learners to engage in classroom learning might be more straightforward since they are already self-regulated to use movies in their language learning (Kartal & Balçıkanlı, 2019).

## 7. CONCLUSION

This study aimed to explore the language learning outcomes of watching movie trailers in a large speaking class offered in both f2f and online learning environments. Key results indicated perceived enhancement in language learning outcomes and a high level of motivation, curiosity, and fun. Therefore, it is argued that movie trailers are sufficient to provide input that reflects the authentic language, suggesting that they may help language learning and increase WTC and motivation. The findings encourage making this approach more accessible to large classes because it is rewarding to use movie trailers in speaking classes as authentic materials. This study argues that movie trailers are beneficial for engaging students in speaking classes. The online weeks' strengths and weaknesses revealed that although the educational benefits were the same, some challenges were time management issues, lack of body language and facial expressions, less interaction, and technical issues.

The findings of this study offer some pedagogical implications. First, this research focuses on integrating movie trailers in f2f and online courses as a teaching and learning

approach that students value. Movie trailers are efficient and beneficial in increasing WTC and motivation among language learners (MacIntyre et al., 1998). In this vein, movie trailers can be a helpful tool for practitioners while teaching English in their classes. Activities derived from the movie trailers, such as discussions and oral presentations, can also enhance students' vocabulary knowledge and pronunciation. The affordances of online language learning with movie trailers align well with the motivation theories of SDT (Ryan & Deci, 2009). This study contributed to the knowledge of movie trailers as multimedia for fellow researchers and language teachers. They would be able to consider a movie trailer as a helpful tool to help and motivate online language learning.

The scope of this research does not include several important issues that open new avenues for further investigation. First, it lacks empirical evidence to support the participants' views on the effectiveness of movie trailers. This needs to be explored experimentally through a controlled treatment to provide a more accurate assessment of the contributions of using movie trailers in speaking classes. Another limitation is related to increased WTC levels. Various individual, contextual, classroom-oriented factors affect classroom participation. Due to the complex and multifaceted nature of classroom participation, a further study could analyze the factors beyond the classroom-oriented ones. Future research could extend this study in different contexts with participants of different language levels. Using movie trailers in different settings may provide researchers with a more comprehensive understanding of movie trailers' benefits. Moreover, further research on movie trailers in online learning is necessary to analyze whether trailers eliminate online learning challenges, i.e., motivating language learners to learn and design useful and engaging online learning activities. It should also be noted that this study explores Turkish students' perception in the case of a large-speaking class, not students in general. Despite these limitations, the current study has opened up a research niche that should not be neglected. That is, movie trailers enhance both f2f and online language learning outcomes in an EFL large speaking class. Finally, This DBR study adopted a qualitative approach to investigate the effect of movie trailers on language learning outcomes both in f2f and online speaking classes. Although interviews and the researcher's field notes provided rich data, quantitative methods could clearly measure learning outcomes. Therefore, it may be appropriate for further studies to use a mixed-methods approach to determine the effectiveness of watching movie trailers on language learning outcomes in a large speaking class offered in both f2f and online learning environments.

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## APPENDICES

### Appendix A: Interview questions

1. What do you think about the movie trailers?
2. What was something specific that you liked about the movie trailers?
3. What are the language areas (pronunciation, vocabulary, speaking) you benefitted from?
4. What do you think about the activities in the presentations?
5. What do you think about the 4-week f2f classes?
6. What do you think about the 8-week online classes?
7. What are the differences or similarities between using movie trailers in f2f and online classes?
8. Is there anything else that you would like to say about the process?

### Appendix B: Survey questions

1. What do you think about using movie trailers in f2f and online classes?
2. What do you think about the impact of this implementation on your language learning?
3. What would you suggest to improve this process?

**Appendix C: Sample movie trailer presentations**

No	Name, Genre, & Runtime	Pre-viewing questions	While-viewing questions	Post-viewing questions	Favorite quote
4	<b>Inception</b>  Science fiction, Thriller, Action  2h 27 min	1. Would you want to build your own world, even if you would be stuck in it forever with just one person; your loved one? 2. Did you ever hear of controlling dreams? Did it ever happen to you? 3. Do things that happen in your dreams happen to you in real life?	1. 0:44 How is this possible? 2. 1:40 Who do you think this woman is? 3. 1:55 What would you think if you looked out the window and saw something like that happening outside?	1. If the same thing that happened to Mal happened to you, would you blame Cobb? 2. Would you risk others' lives to get what you want? 3. Do you think the totem stopped spinning at the end or not?	"Once an idea has taken hold of the brain, it is almost impossible to eradicate."
10	<b>The Green Mile</b>  Drama, Fantasy, Crime  3h 9 min	1. Do you approve of execution? 2. What would you do if they asked you to execute someone innocent? 3. Does a killer deserve to die?	1. The man said, "You'd think if a man sincerely repents on what he's done wrong, he might get to go back to the time that was happiest for him and live there forever. That'd be what heaven is like." Do you agree with it? If a person sincerely repents for what he's done wrong, can he go back to the happiest moments of his life? 2. Which method do they use to execute the criminals?	1. What do you think the Green Mile is? 2. They talked about a miracle. What do you think that miracle is? 3. Do you think that they executed John Coffey, or did they prove that he is innocent?	"Do you leave a light on after bedtime? Because I get a little scared in the dark sometimes. If it is a strange place."
21	<b>Forrest Gump</b>  Romantic & comedy-drama  142 min	1. Which one do you believe in more? Destiny or miracles? 2. Does simple thinking always lead to success? 3. Do you like running? If so, how far can you run?	1. Why does that guy say your child is different? 2. What is the phrase his mother said about stupidity? 3. What did Forrest promise to Jenny?	1. What's the reason why Jenny didn't want to marry Forrest? 2. If you were Forrest, would you continue to go behind Jenny? 3. Did you like the trailer?	"Life is like a box of chocolates. You never know what you're gonna get."
48	<b>Billy Elliot</b>  Comedy, Drama, Musical 1h 50 min	1. Does your family always support you? 2. When you are sad, what do you do to be happy again? 3. Is there anything that you want to do, but your family is against?	1. What are the sports his father counts for him to choose? (01:00) 2. What was the name of the school? (01:15) 3. Who wants to give Billy a chance? (01:55)	1. Do you have a secret talent, and if yes, what is it? 2. If you were in Billy's shoes, would you oppose your family? 3. Why do people like Billy's father classify sports according to gender?	"I feel like I am disappearing while I am dancing."