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TV series in everyday lives and learning with the focus on
English

Prohlašuji, že jsem bakalářskou práci vypracoval samostatně a použil pouze uvedených zdrojů a literatury.

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podpis

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ABSTRACT

This thesis analyses the concept of learning the English language using a leisure activity specifically watching English TV series. Hence the name of the thesis is “TV series in everyday lives and learning with the focus on English.” With the increase of streaming services also followed the increase of watching TV series and learning English. The focus of this theses is to find out whether if such leisure activity could be used as a learning strategy to improve grammar, vocabulary, and overall level of English.

Keywords: EFL, LLS, TV series, video-based content, vocabulary, grammar, English level

Introduction

This bachelor thesis has been motivated by the increase in watching foreign TV series in their original language (English) and its impact on learning a second language, its pronunciation, and vocabulary. This type of learning started to gain most of its popularity a few years back with the appearance of streaming services. With these online services, most people discovered and started watching TV series online. And because these services were new, most of them were only in their original language, with a few exceptions having the option of dubbing. The aim of this thesis is to explore how watching TV series in their original language can affect the learners' knowledge of the English language and expand knowledge of vocabulary and grammar. The thesis consists of two main parts. The first one is theoretical which analyses and makes connections between empirical studies to define and advance a theoretical position. The second one is practical which is based on data gathering, analysis of the data, and drawing conclusions.

The theoretical part consists of three chapters that revolve around the theoretical background where the related studies are provided, and basic concepts of the topics are explained. The first chapter focuses on language learning strategies, exploring the concept, its definition, and classification, and the criticism regarding these strategies. The second chapter explains what second language acquisition is and what are the main factors affecting it. The third chapter discusses using TV series and video-based content in general as a supplementary resource in teaching and learning a second language. A brief history of TV series, the difference between subtitles and captions and it also goes through several studies conducted concerning using subtitles or captions as a supplementary resource and the effectiveness of using such a learning strategy.

The practical part consists of four chapters. First chapter is dedicated to the research methodology which includes introduction to the research, research objectives, and the methods used. The second chapter is about the research respondents, and also analysis of the responses. Third chapter deals with research results, research questions and hypotheses, and also includes a subchapter regarding suggestions for further research. The fourth chapter is Conclusion.

The research consists of a questionnaire which was distributed amongst a diverse group of people. Not all of the respondents are from the Czech Republic.

I. THEORETICAL PART

1 Language learning styles and strategies

This chapter is divided into two main parts. The first one focuses on learning styles, definitions, and types of learning styles. The second one focuses on language learning strategies (LLS), their definition, classification and also its criticism. Learning styles are general approaches to language learning, while language learning strategies are specific ways learners deal with tasks. Both chapters discuss and explain how it connects to the main topic of this thesis and both chapters will also investigate if watching television series in English could be considered one of those language learning strategies.

Learning styles

As the name of this chapter and also the term learning styles implies, not every student uses the same style of learning, it is something with which we are born. Each person possesses a different and unique style of learning new information depending on creativity, visual imagination, personality, or association. As such, some learners might prefer when a lot of visualisations are provided or prefer to rewrite given information many times to remember it, and some prefer to discuss the information for example with a study group. If the teachers acknowledge these differences and adapt lessons according to them, there is a higher chance of achieving better results from students. However, it is not a simple task, teachers have to consider many factors of individual learning styles and combine them into an effective learning process. Learning styles are used to develop learners' own ability to learn and become more independent.

According to Cornett, we can distinguish three main aspects, cognitive, affective, and physiological. The cognitive aspect includes the way we retrieve, process, store, and decode information. Most of the cognitive learning is related to hemispheric brain functioning, with either left or right brain hemisphere prevailing according to a given task. The affective aspect includes personality and emotional characteristics which are related to motivation, attention, interests, responsibility, and sociability. With the understanding of affective aspects, teachers can differentiate which learners need praise and external reinforcement and those on whom it will only have a negative effect. Another affective aspect of learning style is the type of groups or people with which a student learns the best, given particular tasks. Students can prefer to study with someone, a

specific group, alone, or even with a personal mentor. Physiological aspects include sensory perception, environmental characteristics, and times of the day for optimum learning. Sensory perception means that each student uses different senses to learn new information such as visual, auditory, or kinaesthetic. Environmental characteristics such as the level of noise or light, temperature and even room arrangement (1983, p. 9–11).

Language Learning Strategies

LLS is a term that refers to the processes that language learners use to help them to learn or use a language more effectively. Linguists have discussed the topic of language learning strategies since the early 1970s. They were first introduced to the second language literature in 1975, with research on the good language learner. The most notable linguists that have gone through discussing the topic of language learning strategies were Oxford, Wenden, Cohen, Chamot, and O'Malley. Oxford identifies these strategies as "*the often-conscious steps of behaviours used by language learners to enhance acquisition, storage, retention, recall, and use of new information*" (1989, as cited in Hong Shi, 2017, p. 24) on the other hand Wenden identifies them as "*various operations that learners use in order to make sense of their learning*" (1987, as cited in Khan, 2012, p. 142). On the other hand, we have Krashen and his *Natural Order Hypothesis*, which states that "*any language can only be acquired through natural interaction, and not by any conscious effort*" (Khan, 2012, p. 143). Apart from Krashen and his hypothesis, most linguists mainly agree that learners use language-learning strategies to assist language acquisition progress.

As the definition of LLS varies, their classification also differs from author to author. Throughout the years, many types of research have focused primarily on the strategies that good learners use because the thought at that time was that excellent learners are good because of the strategies they are using. So, the researchers tried to implement their LLS into the learning schedule of students who were not that good at learning. From this research, five main classification types arose:

The first one is "*classifications connected with research of good language learners*" (Rubin, 1975). The second is "*classifications based on psychological functions*" (O'Malley & Chamot, 1990). The third one is "*classifications with a linguistic background dealing with meaning, mapping, language monitoring, formal and functional practice*" (Bialystok, 1981). The fourth one is "*classifications connected with language*

skills ,, (Cohen, 1990; Cohen & Weaver, 2006). And the fifth one is the “*classifications based on the distinction of learning styles or types of learners*” (Vlčková, Berger, & Völkle, 2013, p.97).

At that time, these classifications made the theoretical concepts of LLS more understandable for anyone who wanted to learn about them. But throughout the years, the researchers realised that they should focus more on individual discrepancies, specific usage of strategies, and factors that influenced the learner. Also, there was a significant change in how to approach these LLS. Before, there was pressure on the learners to use as many learning strategies as possible, which completely differs from the mentality of today's learners. Nowadays, learners should focus more on which strategies they use instead of how many they use.

The effectiveness of LLS was and still is to this day a popular topic among linguists. Even though most critics agree that language learners can seriously profit from language learning strategies, they have doubts and critiques regarding some of the aspects of this type of learning. For example, Krashen, in his *Fire Proposals on Language*, argued that “*language can only be acquired through natural interaction; and hence, not be deliberately learned*” (Khan, 2012, p. 141). Other linguists such as Dörnyei and others agree with this statement and use it as the main counterpoint to the hypothesis of language learning strategies.

According to Oxford, Language learning strategies can be divided into two major classes: direct and indirect strategies. Both of those classes are subdivided into six main groups which support each other and are capable of connecting with each other and assisting every other strategy group. The direct learning strategies are divided to memory, cognitive and compensational strategies, and the indirect strategies are divided to metacognitive, affective, and social (1990, p. 14).

Vocabulary learning strategies

Vocabulary is one of the most important things. As Schmitt stated, “*Words are basic building blocks of language and it is the units of meaning from which larger structures such as sentences, paragraphs, and whole texts are formed*” (2000). Its acquisition is an essential part that affects speaking, listening, reading, and writing. To learn a language, you need to know and understand its vocabulary to improve it. Learning vocabulary is the area that is studied the most by linguists. The acquisition of vocabulary

is divided into two parts. These two parts have been called by many names through the years such as deliberate and incidental, intentional, and incidental, or contextualized and decontextualized. This thesis will use the terms intentional and incidental in order to avoid any confusion.

1.1.1 Intentional Vocabulary learning

Ahmad states, that intentional learning of vocabulary most of the time depends on synonyms, antonyms, word substitution, multiple choices, scrambled words, and crossword puzzles, regardless of their context (2012, p.1). Learning vocabulary through intentional vocabulary learning or contextualization will also help the students to be more aware of the word classes which are considered to be the main part of grammar learning vocabulary. Learning through a context that is driving us to understand the words will make the words remain in long-term memory which means that students will not easily forget the words remaining in their long-term memory. Many linguists also agree that context is the primary source of vocabulary acquisition. And as Schmitt stated that some amount of intentional study is required as it is essential to know the basics (Schmitt, 2000, p.120). These statements conclude that intentional vocabulary learning is an essential part of learning vocabulary and that some prerequisites are required.

1.1.2 Incidental Vocabulary learning

As the name suggests, incidental learning is purely accidental, and it is the opposite of intentional vocabulary learning. It could be acquired in many different ways, such as reading, verbal communication, watching TV series or movies, and even playing video games. Norbert Schmitt states that incidental vocabulary type of learning can transpire when one is using language for communicative purposes, and so gives a double benefit for a time expanded but he also concludes that it is slower and more gradual, lacking the focused attention of deliberate learning (Vocabulary Language Teaching, 2000, p.120). *“Words not explicitly focused upon can be learned incidentally from exposure, facilitated by the use of vocabulary learning strategies”* (Schmitt, 2000, p.121). But according to Amirian and Momeni (2012), learning words through decontextualization will encourage students to know one meaning only and to have poor vocabulary understanding.

1.1.3 Vocabulary learning study

A study conducted by Sakine Momeni, and Seyyed Mohammed Reza Amiran focused to investigate the efficiency of using two vocabulary learning procedures,

decontextualized, and contextualized by high school EFL¹ students. According to Momeni and Amiran, there were 53 students in the contextualized group, who were taught meaning inferencing strategies in which they read their textbooks, identified unknown words in the texts, and inferred the meanings of the unknown words. And 54 students in the decontextualized group who learned the new words translations out of context before a new lesson was taught (2012, p. 1). According to Momeni and Amiran, the students in a decontextualized group slightly outperformed the contextualized group on the vocabulary post-test. It was also concluded that definition-based learning was more effective in improving learner's vocabulary knowledge (2012, p.1).

¹ English Foreign Learner

2 Second-language acquisition

Second-language acquisition (SLA), or as it is sometimes called second language-language learning or L2 acquisition, is a process in which people learn and acquire a second language. It is also considered to be a scientific discipline devoted to studying the process of acquiring a second language. It's a sub-discipline of applied linguistics.

Objects of Second-language acquisition

This chapter and its subchapters offer a brief description of the four primary objects of acquisition regarding second-language acquisition which are related to the topic of this thesis. These objects include the achieved level of English, gender difference, age factor, and motivation.

2.1.1 Achieved level of English

The Achieved level of English factor is related to the topic of this thesis as one of the questions in the questionnaire is about the respondents' level of English. According to a research conducted by Professor Steve Strand from University of Oxford achieving a higher Proficiency in English by EFL takes a long time. His study reports that from over 5000 participants which learn English as their second language and who entered Reception class at the age of four in Wales between the year 2009 and 2011, only one third (31%) had transitioned to the level of Competent or Fluent by the end of a 6-year period. He also found out that learners in this age do not usually use as many learning strategies as older learners and that their favourite kind of learning is through a classroom discussion, or an audio-video based content (2020, p. 8-15).

2.1.2 Gender difference

According to research conducted by Abi Wightman which focused on the difference between male and female learners, female learners tend to major in foreign languages more often than men. They are more effective, and they have a tendency to start learning in a very young age as opposed to the male learners which are less effective and usually start learning when they are older. She also claims that males and females have different goals in mind when learning a language and that males need visual aids or auditory exercises to effectively learn a lot more than females. A big difference is also in the incorporation of multiple methods at once by females in contrast to males who rely only on one method at a time (2020, p. 14-16).

2.1.3 Age factor

The age factor is related to the topic of this thesis as one of the questions in the questionnaire is about the respondents' age. According to research conducted by Victori & Tragant, there is a correlation between age and the use of reference materials and model sentences or basic structures. They recorded a reduction in usage of those already mentioned materials, sentences, and structures with older learners. They also found out that learners who are over the age of 14 years have a tendency to utilise more learning strategies than younger children and that 17-year-olds learn vocabulary through exposure to the second language or by translation (2003, p. 192).

2.1.4 Motivation

The question of motivation is overly complex and certainly varies since it is an abstract and hypothetical concept that is used to explain human behaviour and thinking. Most of the researchers researching the topic of Motivation agree that it is a significant part of “*determining success or failure in any learning situation*” (Dörnyei, 2007, pp. 1-2). Crookes & Schmidt (1991, as cited in Gomleksiz 2001) defines motivation as a *cull*, engagement, and *sedulousness*, as committed by interest, pertinence, expectancy, and outcome. In general terms, Dörnyei states that motivation is a representation of the causes and origins of human behaviour and is undoubtedly responsible for two critical aspects of learning, which are the selection of specific activity and the effort that one is willing to invest in it, along with their persistence (2007, p. 6). Motivation is also divided into distinct types such as Intrinsic type which Dörnyei (2007) describes as an activity that is being done for its own sake in order to experience pleasure and satisfaction such as the joy of doing a particular activity or satisfying one's curiosity (p. 10-11). As to balance the intrinsic type of motivation there is also its counterpart extrinsic type of motivation which includes “*performing behaviour as a means to an end, that is, to receive some extrinsic reward (e.g. good grades) or to avoid punishment*” (Dörnyei, 2007, p.10-11).

In conclusion, second-language acquisition is closely interconnected with external factors such as achieved level of English, gender difference and motivation which all to some extent affect the acquisition of a second language and learners are inclined to choose different learning strategies according to these factors.

3 TV series

This chapter goes through the definition of TV series, basic terminology, history, the increase in popularity of watching TV series with the start of streaming services, the use of TV series as a supplementary resource, the difference between using subtitles and captions, and the benefits of using video-based content for learning.

Brief history of TV series

A TV series or television series is a set of episodes broadcasted at regular intervals. These episodes follow a narrative and are usually divided into seasons. There are some differences in terminology across different countries. For example, in the United Kingdom, a set of episodes is called a series in contrast with the United States where a set of episodes is called a season.

According to BBC, *The Man with the Flower in His Mouth* is a 1922 play by Luigi Pirandello that was broadcasted live and became one of the earliest television dramas on 14 July 1930 (2014). Television series started to become a hit and appear more and more up to World War II, putting a halt to development until after the war. *Doctor Who* is the longest-running and one of the most successful series whose first episode aired in 1963.

Corona and the rise of online video streaming services' popularity

Covid-19 pandemic grounded everyone at home as lockdowns emerged throughout the world. Millions of people found themselves stuck at home with plenty of spare time and decided to spend their free time online using streaming services and watching TV series and movies.

According to media editor and analytic Rajan, screen time overall was up almost a third in 2019, and people watched streaming services such as Netflix, Amazon Prime Video, and Disney+ for at least one hour and eleven minutes per day, and even adults and older viewers who typically watch more traditional broadcast TV, signed up for streaming services whose viewing figures went up by 71% (TV watching and online streaming surge during the lockdown, 2020). There is no denying that watching TV series as a leisure activity is a favourite type of activity.

According to Blomeley (21, *The rise of streaming platforms*), the rise of streaming services also effected their cost. Many viewers were forced to purchase multiple

subscriptions as their favourite movies and TV series were spread across many different online streaming services. As the pandemic restrictions were slowly being lifted, numerous people questioned the longevity of some streaming services. Companies which have been successfully established in the TV for decades have enough content for their streaming platform, but what about new streaming services such as Amazon Prime, which needs in order to survive make quickly new TV series and movies, so they have enough content on their streaming service to provide. But some streaming services are not as lucky with their own catalogue of TV series and movies which then leads to company mergers. The merging of companies has been a big topic in recent years as even some of the oldest television companies had to merge to ensure their survival on online streaming platforms. Which as he claims shows that none of the streaming services are outstanding on their own. For example, Netflix's rise to the top as the most used streaming service was due to its consolidation of shows and movies from across the media circuit in its early days

Sitcoms as a genre

Sitcoms are situational comedies which revolves around a fixed set of characters. People have been watching sitcoms more than any other genre of television series for several decades by now. According to Mills, sitcoms tend to be perceived as less valuable than other television series genre such as news or documentaries. They are believed to be a part of low culture as they mostly lack originality and stability. Apart from that viewers have been using sitcoms as a source of relaxation and entertainment since the 1950s (2009,p. 5-6)

Sitcoms in general tend to have many series which generally consists of half-hour episodes where the same characters appear every episode in mostly the same setting. The episodes are most of the times finite which means that what happens in the episode is also explained and solved at the end of the episode. That used to be the norm for the old sitcoms, newly produced sitcoms tend to incorporate season stretched storylines which are most of the time B plots of the episodes which do conclude in the end of the season. (Mills, 2009, p. 10-17)

According to Mills, sitcoms are mostly set in the present time as they are a mirror of today's society. They are designed to relate to the audience therefore also main characters are designed to resemble and represent the audience. They are made with the

intention of making a viewer laugh. Characters are most often exposed to unexpected comic situations (Mills, 2009, p.40-46). *“The comic aspect is therefore the most important distinguishing feature of the sitcom as a genre”* (Mills, 2009, p. 49).

As was already stated sitcoms are immensely popular, across all age groups of people. With the rise of streaming services they are more available than ever and with their usual running time of 30 minutes, they are not time consuming and as such easy for the viewer to watch through.

TV series as a type of supplementary resource

The use of watching TV series by EFL students and then using it as a supplementary resource for their English learning has become more relevant and used in recent years. The act of watching TV series. By watching and listening, students can pick up conversational English skills and unfamiliar words to expand their vocabulary through incidental vocabulary learning and even improve their pronunciation.

Academia21 states, that watching television programs offer an easy and fast way to pick up conversational English skills and expand your vocabulary. However, it is not as simple as just turning on the television and watching. The process of learning through watching requires the learner to be far more active. It is possible to add new phrases and words to your vocabulary by watching television or online streaming services. By memorizing, practising, and applying new phrases and words, confidence grows, and a person becomes more adept at using words and phrases in context. Academia21 also encourages viewers with limited English skills to watch soap operas as they are considered to be the most suitable for new learners and use subtitles or captions. Later when viewers become more experienced and confident in their skills they are encouraged to move onto TV series and reality TV shows (Academia21, 2012). It should be noted that watching TV series will help you with your conversational and pronunciation skills only if the effort to practise and use those words is used in conversation. This chapter goes through several studies regarding English foreign learners watching video-based content with subtitles, captions, or entirely without them. It also includes a second separate chapter about the benefits of using such a tool as movies or TV series as a supplementary resource.

3.1.1 Difference between captions and subtitles

People tend to use the terms captions and subtitles interchangeably and many of them even believe that these two terms are synonyms. The truth is that they differ from each other not just in definition, but also in purpose.

According to Mahoney (Captions vs. Subtitles: Do You Know the Difference?, 2021) captions were introduced to assist deaf and hard of hearing viewers watching television and became a requirement in the 80s for broadcast television. Captions are designed to make sure that the viewer can easily understand all audio, not just the spoken ones such as non-speech sounds. In other words, it's a transcript of the spoken audio and other sounds in the same language as the spoken audio of the video.

On the other hand, Mahoney points out that subtitles were first introduced in the 1930s as a way of accommodating foreign speaking audiences who did not understand the language used in a film. The primary purpose of using subtitles to this day is to translate spoken audio which is in a different language to one that viewers can understand. But subtitles are not appropriate for deaf or hard of hearing viewers because they don't include the already mentioned non-speech sounds which deaf and hard of hearing viewers need in order to fully enjoy and understand the video. (Captions vs. Subtitles: Do You Know the Difference?, 2021)

3.1.2 EFL and watching videos with captions and subtitles

There have been several studies throughout the years that involved watching TV series with subtitles and captions to learn a foreign language by EFL.

Chiu et al. (2012) stated that watching films or TV series with subtitles could be used to improve vocabulary skills. Twenty volunteers consisting mainly of students participated in their study, which revolved around video-based interactive learning activity with partial subtitles. Partial subtitles were used to help the students progressively diminish their reliance on subtitles and help them learn the new vocabulary more efficiently. Chiu et al. (2012) study shows that students who participated in the video-based interactive learning activity and watched it with full subtitles achieved similar scores in terms of English vocabulary and reading comprehension as students who watched it with partial subtitles. This demonstrates that students who watched the video with partial subtitles achieved comparable performance as students who watched the video with complete subtitles.

Another study included 92 Iranian university students separated into two groups based on their English language proficiency level and tasked with two different sets of instructions. The first one was given six instructional videos with subtitles, and the other was presented with the same six videos but without subtitles. The CST² vocabulary test evaluated both groups vocabulary before and after the experiment. The findings showed that participants viewing the videos with subtitles achieved significantly higher scores in the CST vocabulary test than those who watched the same six videos without subtitles (Harji et al., 2010)

The third study chosen for this thesis took a different approach and took four classes of secondary school students that took part in an 8-month intervention viewing 24 episodes of a TV series. Two classes with captions and two classes with subtitles. A significant advantage of using subtitles over captions for the comprehension of content was shown by the results. Lexical coverage and prior vocabulary knowledge emerged as significant predictors (Pujadas & Muñoz, 2020)

The results of chosen studies are practically the same. All agree that EFL students can improve their vocabulary, reading, and listening comprehension by watching English videos with and without captions or subtitles. They also conclude that careful planning and design of the learning activities are needed if it is supposed to be used as a learning aid or educational tool.

3.1.3 Benefits of Teaching and Learning Through video-based content

Video-based content such as movies or TV series can be used as an effective methodological tool to improve language learning, based on the premise that they provide real-life language input. Conversations in TV series or movies occur mainly in real-life contexts; therefore, learners can examine how language is used by its native speaker. The primary benefit being here is the development of spoken language comprehension. Blasco, Moreto, Levites, and Janaudis (2015, p.3) advocated that because movies are familiar, evocative, and non-threatening, grounded in both imagery and emotion, they are useful in teaching the human dimension required for developing as human beings and for building identity in young learners. For teachers, the movie experience also helps confirm and clarify their role and bring a new perspective to teaching. Video-based content grabs holds learners' attention in a manner of which any other medium is just not capable. It

² Content Specific Test

provides a more straightforward and more practical learning experience and reduces cognitive overload, and at the same time maximises retention. Berk (2009) argued that “*when you watch a movie or TV program, superficial and even deep feelings and emotions are elicited, such as excitement, anger, laughter, relaxation, love, whimsy, or even boredom*”. These aspects of video-based content encourage learners to acquire vocabulary to express their emotions and feelings. Furthermore, through video-based content such as movies or TV series, students and even teachers can put the knowledge gained from watching them into practice. If used as a supplementary resource, it might help EFL understand how to use gained vocabulary and grammar in everyday situations.

II. PRACTICAL PART

4 Research methodology

This chapter goes through the objectives, questions, and hypotheses of this research. Also includes background information for the chosen research method, how was the research conducted, what data gathering tools were used and how were the data analysed.

Research objectives

The main objective of the research is to establish a connection between watching English TV series and the improvement in English, vocabulary, and grammar. The purpose was to find out whether the participants in their self-analysis observed an improvement or any kind of development in their English. As was already stated in the theoretical chapter language learners use a variety of language learning strategies which can be used for SLA and that this type of activity which is considered to be a leisure activity can be considered to be contextualized learning. These are the questions which led to the conclusion whether there is a connection:

1. RQ 1 Does watching English TV series lead to the improvement in vocabulary?
2. RQ 2 Does watching English TV series regularly lead to the improvement in English level?
3. RQ 3 What are the differences between the use of subtitles and captions?

Part of the research is to verify these hypotheses:

1. H 1 We assume that people between the age of 18-24 watch TV series regularly at least a few times per week.
2. H 2 We assume that there is a difference in the use of subtitles between B2 and C1 English level respondents.
3. H 3 We assume that watching TV series only with captions leads to the improvement in grammar.

Research method

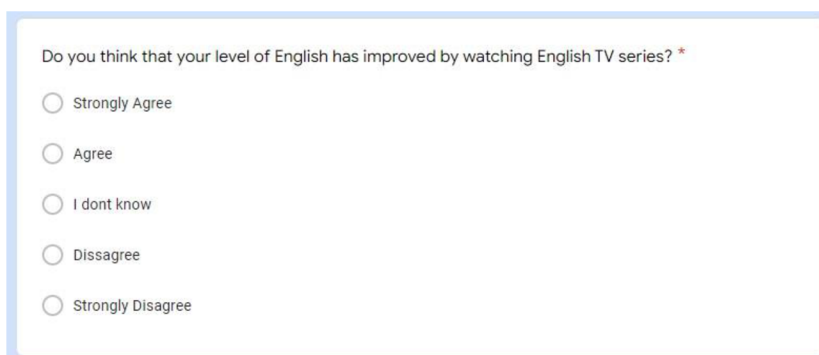
A quantitative method of research was selected to achieve the set objectives. For the purpose of this research a questionnaire was used. This tool for acquiring necessary data was chosen based on the basis of research objectives, where we focused on a random

sample of people which were indulging themselves in this specific leisure activity. As such the questionnaire seemed as the most practical tool through which the research objectives could be met.

According to Brown the definition of a questionnaire is “*any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers*” (2001, as cited in Dörnyei, 2003, p. 6). The questionnaire was conducted online through the use of Google forms. It was done so on purpose as the author concluded that by this way it would reach a larger and more random sample of people. It was distributed via two social platforms Facebook and Discord.

The questionnaire was constructed according to the instructions stated in Dörnyei (2003, p. 16-68) and Chráska (2016, p. 158-175). The introduction of the questionnaire contains a basic information about the author, conducted research and also mentions the important fact that it is anonymous. It consists of 11 questions in total, from which 1 is a semi-closed question (n. 9), 9 are close-ended questions (n. 1, 2, 3, 4, 5, 6, 7, 8, 11) and 1 open-closed question (n. 10). Most of the questions in the questionnaire also utilised a Likert scale which is a type of closed-ended question (see Figure 1). According to Dörnyei, Likert scale is the most common scaling technique used. It consists of series of statements, and it is up to the respondents to express to which extent they agree or disagree with the responses ranging from strongly agree to strongly disagree (2003, p. 36-37).

Figure 1: Example of Likert scale



Do you think that your level of English has improved by watching English TV series? *

- Strongly Agree
- Agree
- I dont know
- Dissagree
- Strongly Disagree

Source: own research

Research hypotheses were constructed according to the instructions stated in Chráska (2016, p. 62-64). Chráska states that „*In order to be able to verify (test) factual hypotheses using statistical methods, they are converted into so-called statistical hypotheses. Statistical hypotheses are hypothetical statements about the relationships between phenomena expressed in statistical terms*” (2016, p. 62). Statistical hypothesis should not be verified directly in itself, but rather against some other statement which is usually the so-called null hypothesis which is a presumption that there is no relation between the two variables. And if the statistical analysis shows that there is a possibility that the null hypothesis could be declined only then we accept the so-called alternative hypothesis. Alternative hypothesis assumes that relation among the observed phenomena exists, and it is a direct opposite to the null hypothesis (Chráska, 2016, p. 62-65)

Research analysis utilises the Chi-Square Test which “*verifies that the frequencies which have been measured in pedagogical reality, differ from the theoretical frequencies that correspond to a given null hypothesis*” (Chráska, 2016, p. 64). The Chi-Square Test starts by formulating the null and alternative hypotheses. To decide whether to accept or reject selected hypotheses a testing of the null hypothesis must be done. For this purpose, the so-called Criterion-referenced test is calculated. Criterion-referenced test are a certain numerical characteristics derived from the obtained data (Chráska, 2016, p. 64-66). To calculate the Chi-Square Test this equation is needed $x^2 = \sum \frac{(P - O)^2}{O}$ where x^2 is the test criterium of Chi-Square, P is the so-called observed frequency and O is the expected frequency. The result of the equation is then compared with a critical value which is a number set according to the Degree of freedom. Degree of freedom depends on the on the number of rows in the table from which the chi-square criterion was calculated (Chráska, 2016, p.64-67)

5 The process of the research

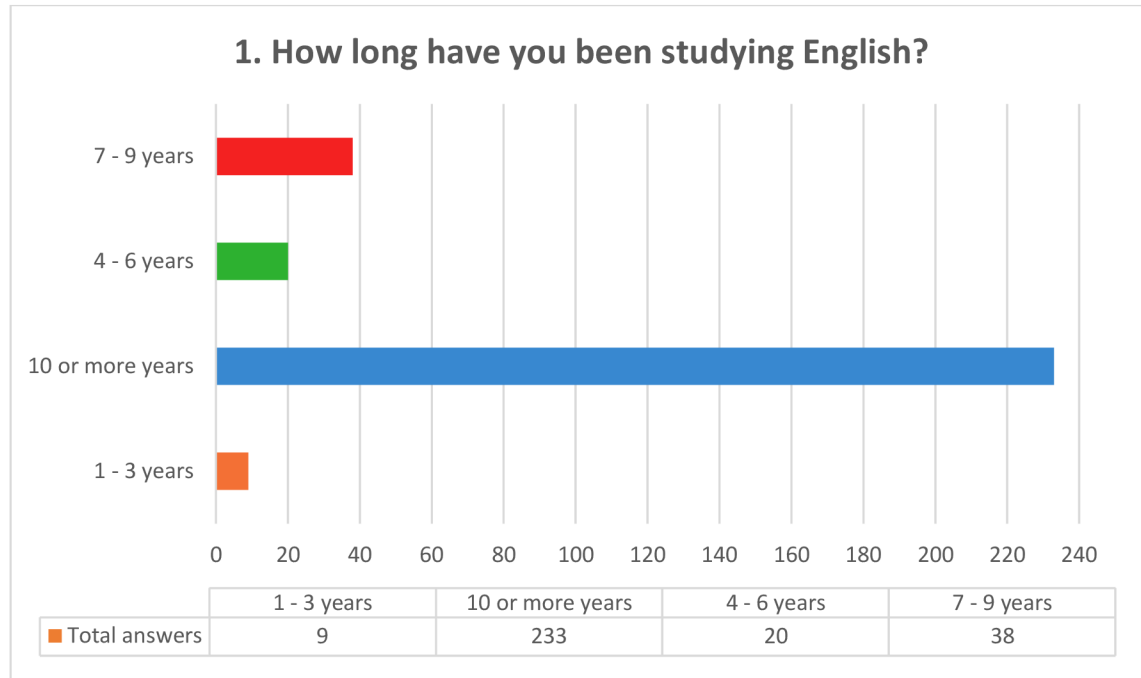
Research respondents

For the purpose of this thesis a Simple random sample of respondents was selected. Simple random sample is a sample that is chosen randomly without any bias and with the assumption that it is so-called return selection (Chráška, 2016, p. 17). The research questionnaire was posted online on various groups on Facebook and various communities on Discord with the permission of the administrators. It was done so, that the author can get as many volunteers as possible. As such respondents of this research were diverging in age, level of English, and country of origin. The majority of them were between the ages of 18 and 24, the second major group was between 25 and 30 years. There are 300 responders, of which 89 were male, 207 female, 3 were nonbinary and one preferred not to say. Most of the respondents were from the Czech Republic, but there have also been several respondents from other countries in Europe.

Response analysis

Question number 1: How long have you been studying English?

Figure 2: Answer to question 1

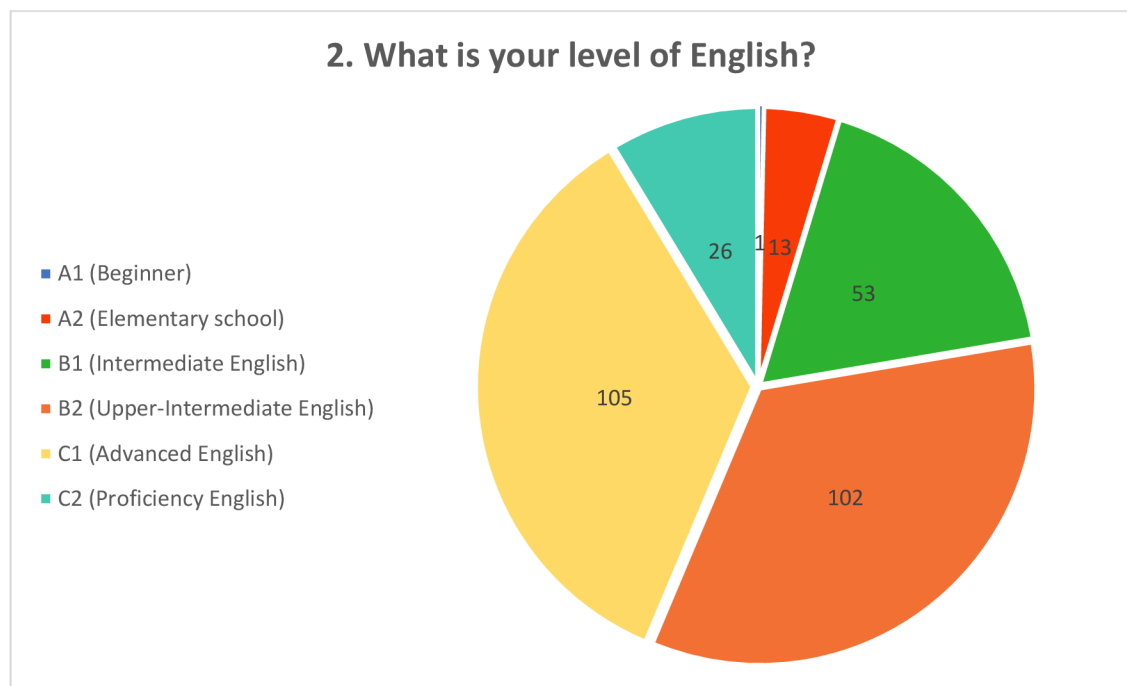


Source: own research

The first question concerned the participants' length of their studies of the English language. The results indicate that most of the respondents' study English for more than 10 years (77,67%) which according to gathered age seems appropriate as English is taught in our primary schools from the first year of studies. But there were also those who study English as a second language for a shorter duration of time such as 7-9 years (12,67%), 4-6 years (6,67%) and only a small portion of participants have been studying English for 1-3 years (3%).

Question number 2: What is your level of English?

Figure 3: Answer to question 2

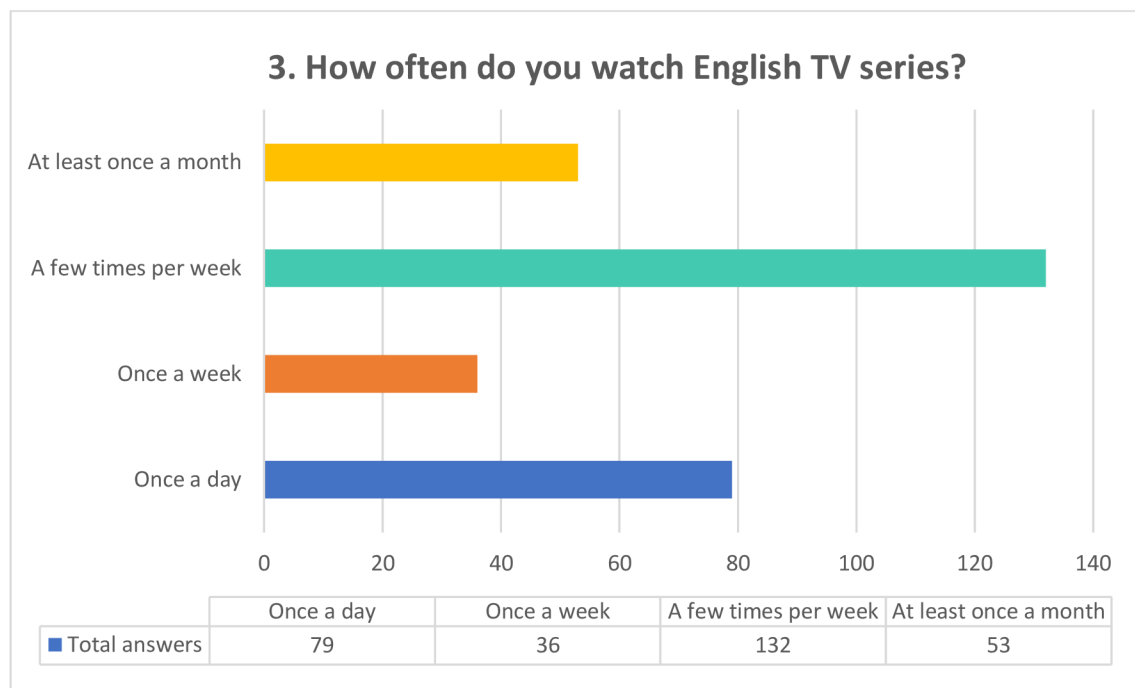


Source: own research

The second question concerned the level of English. As it was crucial to identify the respondents' individual level. From this graph, we can conclude that respondents belonged mainly to three groups. 105 respondents were of the C1 level, 102 respondents were of the B2 level, and 53 respondents were of the B1 level. The rest of the respondents belonged to the C2 level (26 of them), and A2 level (13 of them) and there was one respondent who claimed to be a Beginner. As most of the volunteers were of the level B1 (intermediate English) and higher, we can conclude that they have at least basic knowledge of grammar and that they are suitable for the research of this thesis. As it was stated in the Theoretical part of this thesis that some amount of basic knowledge is needed for efficient contextualized learning.

Question number 3: What is your level of English?

Figure 4: Answer to question 3

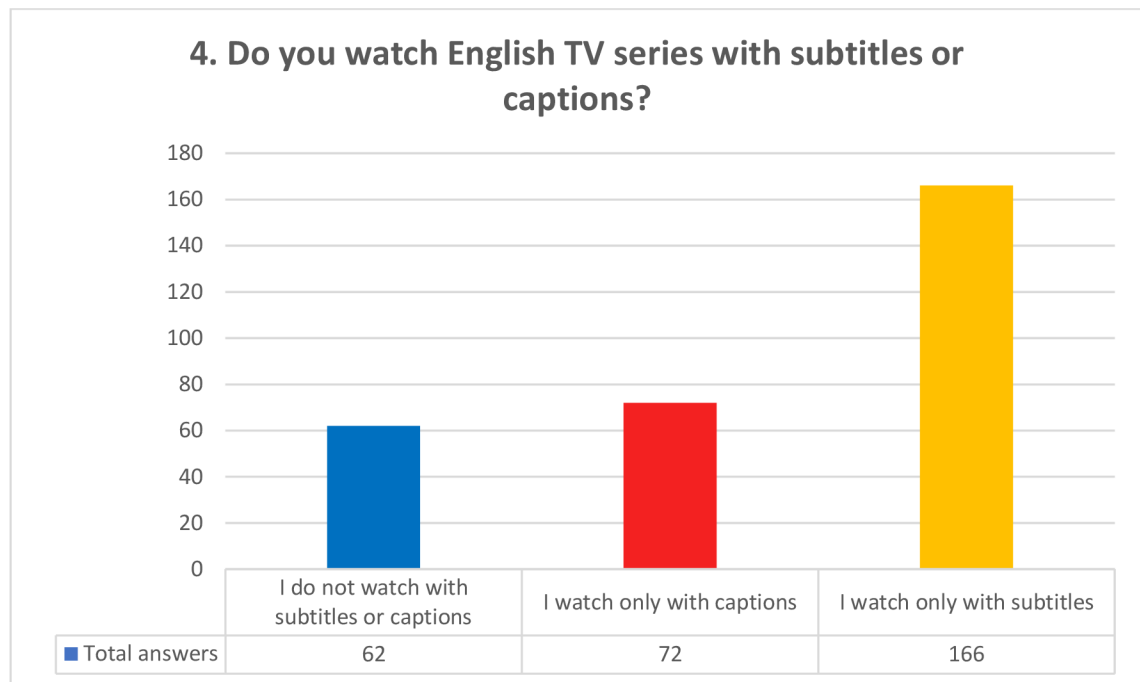


Source: own research

As it can be seen in answers to question 3, the results indicate that from the 300 respondents, the majority of them watches English TV series at least a few times per week (44%) and also many of them watches at least once a day (26,33%). 17,67% of them watches at least once a month and 12% watches at least once a week. This question was specifically asked so the author can be sure that the respondents are actively or at least on some regular basis indulging themselves in this type of leisure activity.

Question number 4: Do you watch English TV series with subtitles or captions?

Figure 5: Answer to question 4

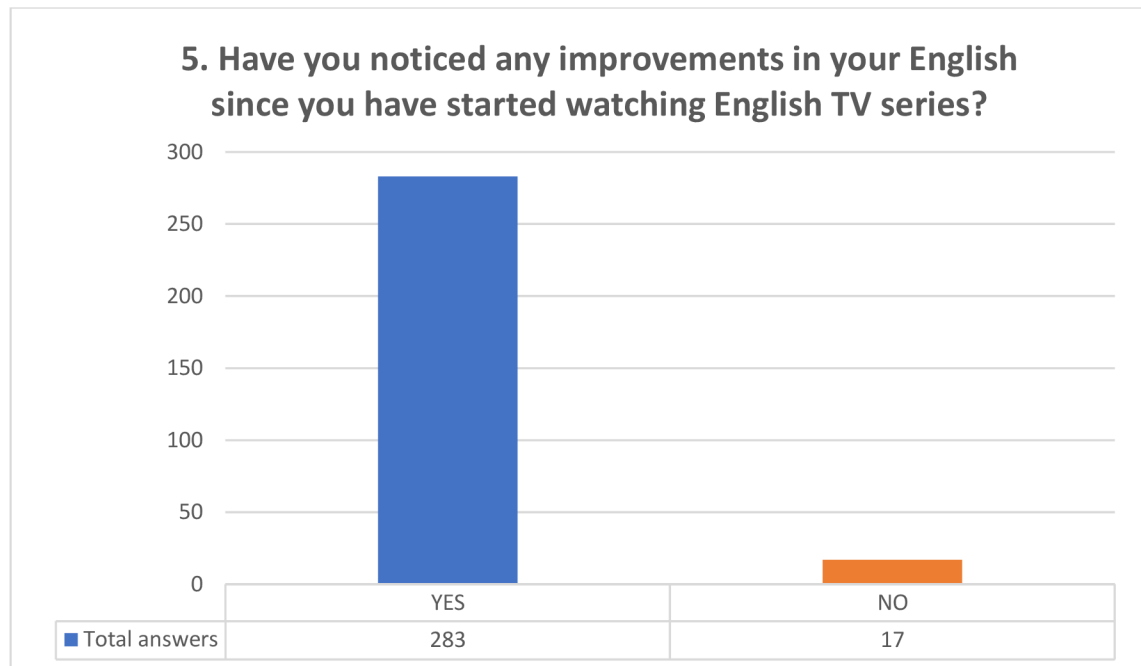


Source: own research

Question number 4 regarded the use of subtitles or captions. There was also included a third possible choice and that they do not watch TV series with subtitles or captions. As it was already stated in the Theoretical part regarding subtitles and captions, subtitles are video language translated into an alternate language and captions are video language converted to text in the same language as the audio. The majority answered that they use captions or subtitles (55,33% watching only with subtitles and 24% watching only with captions). The rest (20,67%) chose the option of not using neither subtitles nor captions while they are watching TV series.

Question number 5: Have you noticed any improvements in your English since you have started watching English TV series?

Figure 6: Answer to question 6

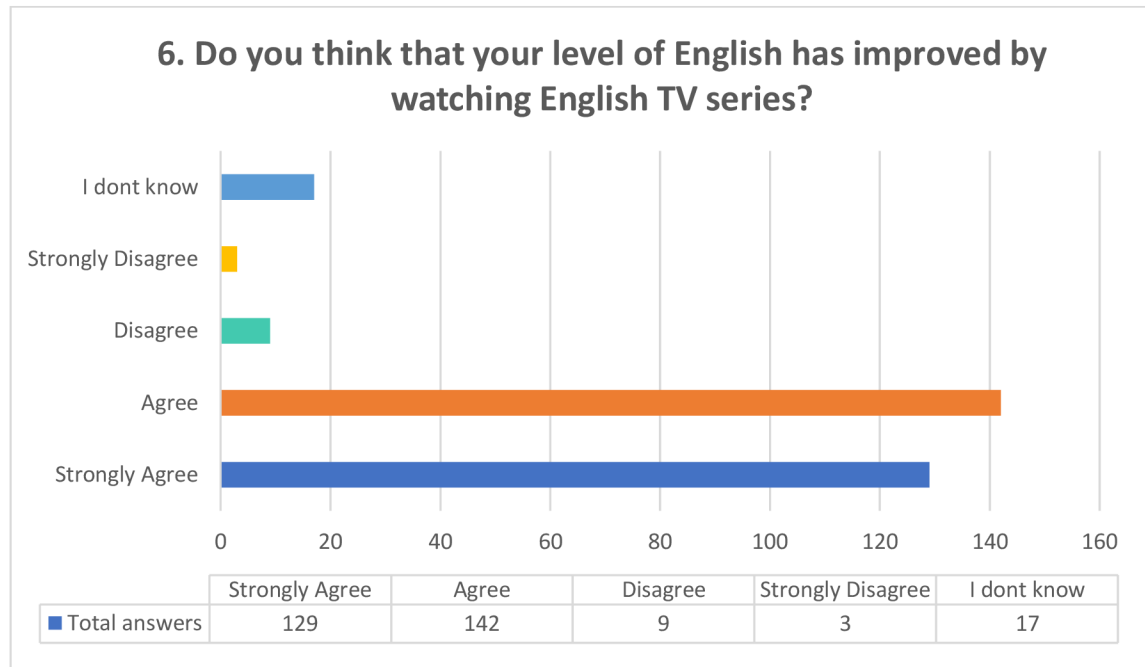


Source: own research

Question number 5 marks the beginning of a group of questions regarding participants' self-analysis about their improvements in English. The first one is a simple question of if they have noticed any improvements in their English over the course of watching English TV series on a regular basis. A 94,33% percent of the respondents admit noticing at least some kind of improvement in their English and only 5,67% of them not notice any improvement at all.

Question number 6: Do you think that your level of English has improved by watching English TV series?

Figure 7: Answer to question 6

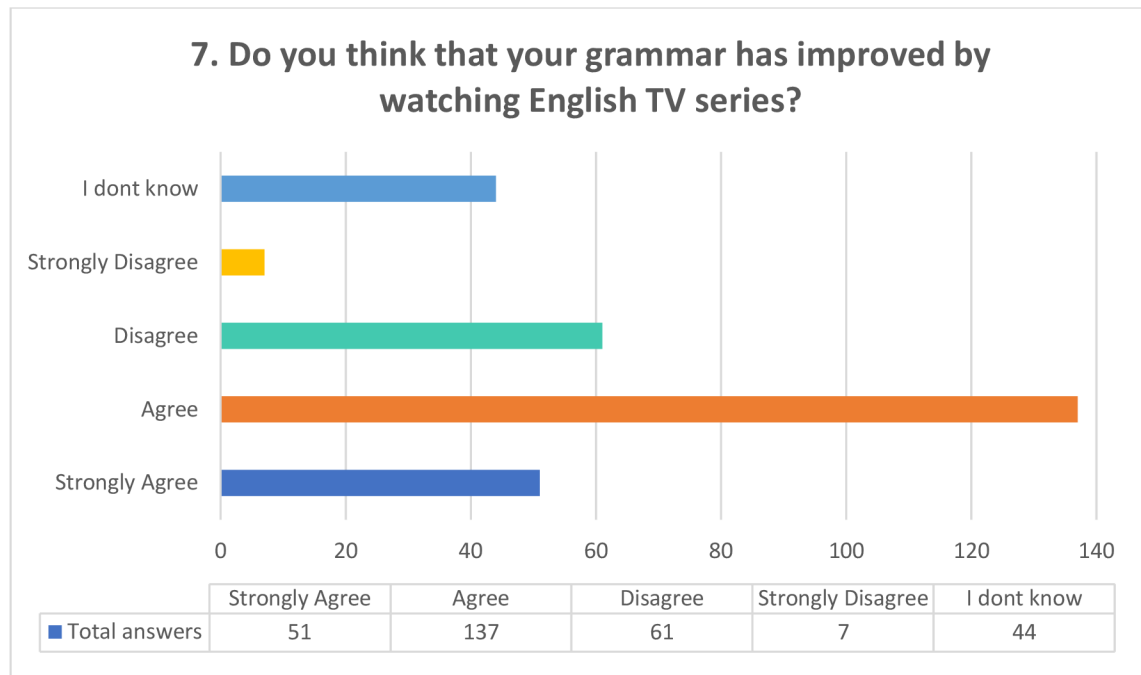


Source: own research

In the previous question, we found out that 94,33% of respondents think that they noticed some kind of improvement. This question goes a little bit deeper and asks if the respondents think that their whole level of English improved by watching TV series. And from the responses we can conclude that most of them actually agree (43% Strongly agree and 47,33% Agree), only a small percentage disagree (3% Disagree and 1% Strongly disagree), and only with a 5,67% of respondents who Don't know and are not sure if their level of English has improved.

Question number 7: Do you think that your grammar has improved by watching English TV series?

Figure 8: Answer to question 7

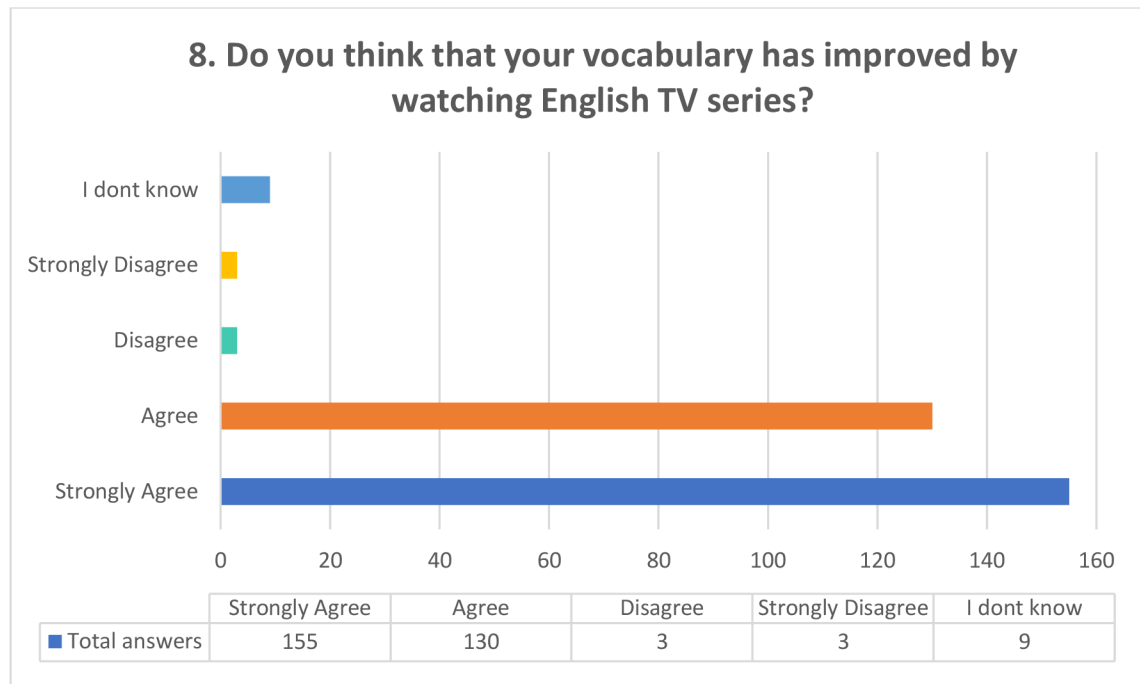


Source: own research

After finding out that the majority of respondents think that watching TV series affected their whole level of English author decided to ask a few more specific questions regarding that. The first one of them being question number 7. This question asks if they in their opinion think that their grammar has improved. The results here are not very conclusive even though more people agree (17% Strongly agree and 45,67% Agree) than disagree (2,33% Strongly disagree and 20,33% Disagree) there has still been a large enough group of respondents who chose the neutral option (14,67% I don't know).

Question number 8: Do you think that your vocabulary has improved by watching English TV series?

Figure 9: Answer to question 8

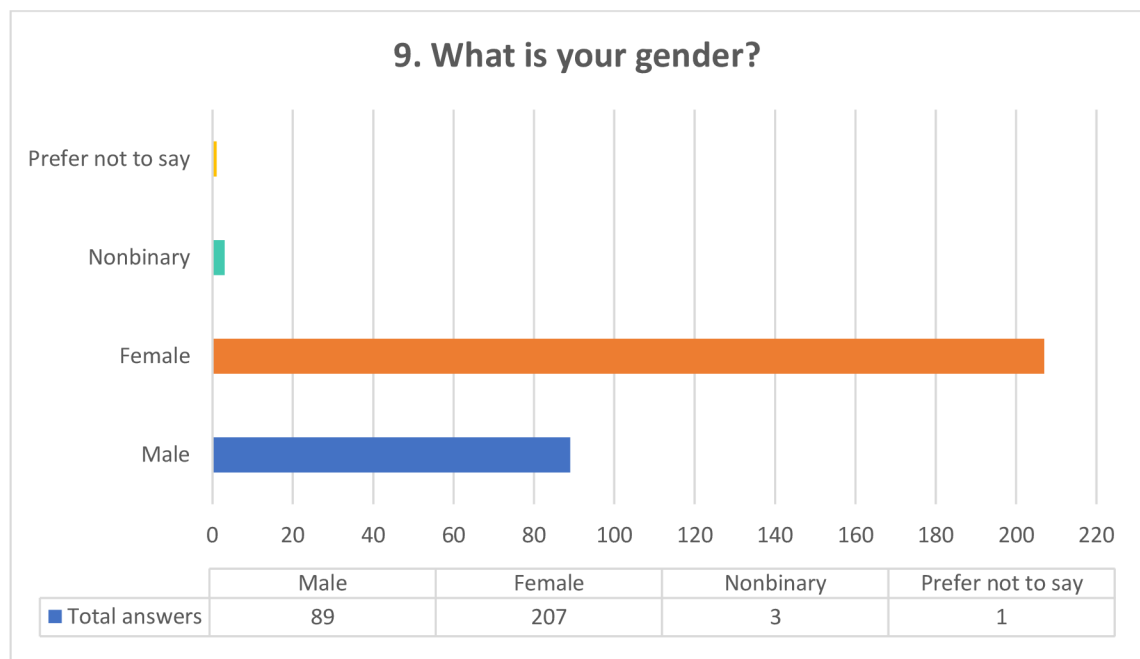


Source: own research

The second question regarding more specifics was question number 8. Apart from the previous question asking about the improvement of grammar, this question is about the improvement of vocabulary and seems to have a radically more conclusive result apart from the previous question number 7, as 95% of the respondents agreed (51,67% Strongly agree and 43,33% Agree) that in their opinion there has been an improvement in their vocabulary. Only a small portion of them (5%) chose a different option for an answer (1% Strongly Disagree, 1% Disagree and 3% chose the option I don't know).

Question number 9: What is your gender?

Figure 10: Answer to question 9

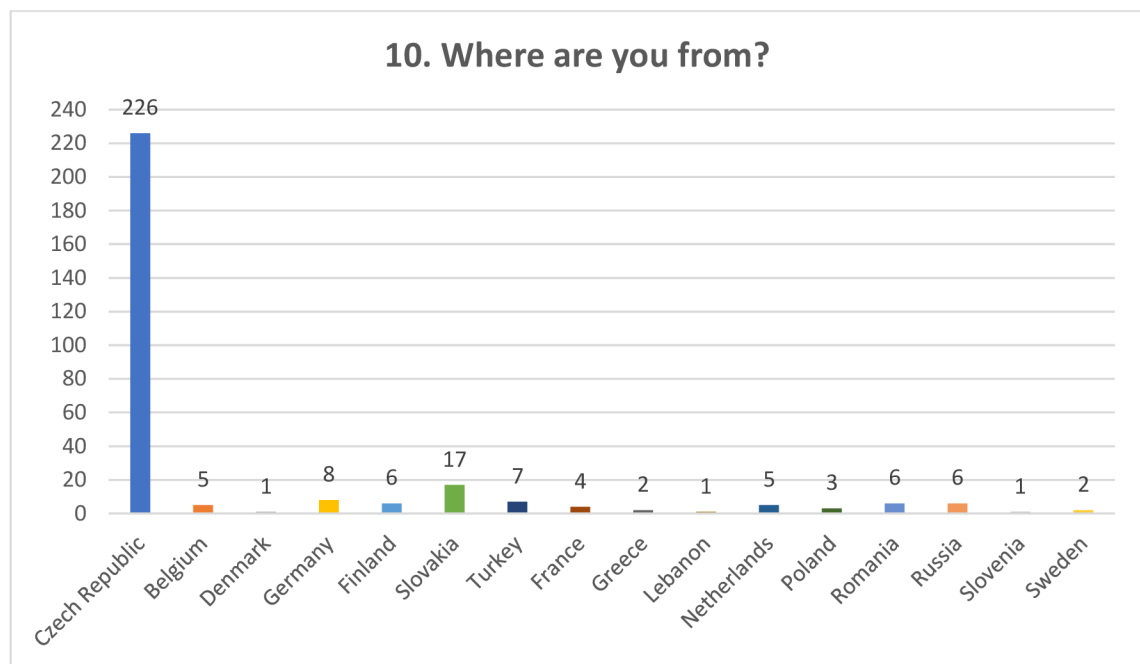


Source: own research

This question marks the start of a group of personal questions. The first one being question number 9 which asks about the respondent's gender. The author was interested in their gender and thought that it would be a valuable thing to ask, even though it was not mentioned as a subject of matter in the area of learning strategies. And concluded that further research regarding gender as a matter of influence in learning strategies and the use of TV series as a leisure activity could bring some interesting results, but it was not important for the purposes of this thesis, so it was not researched further. The results showed that 89 (29,67%) of the respondents were male, 207 (69%) female, 3 (1%) were nonbinary and that only one subject preferred not to say.

Question number 10: Where are you from?

Figure 11: Answer to question 10

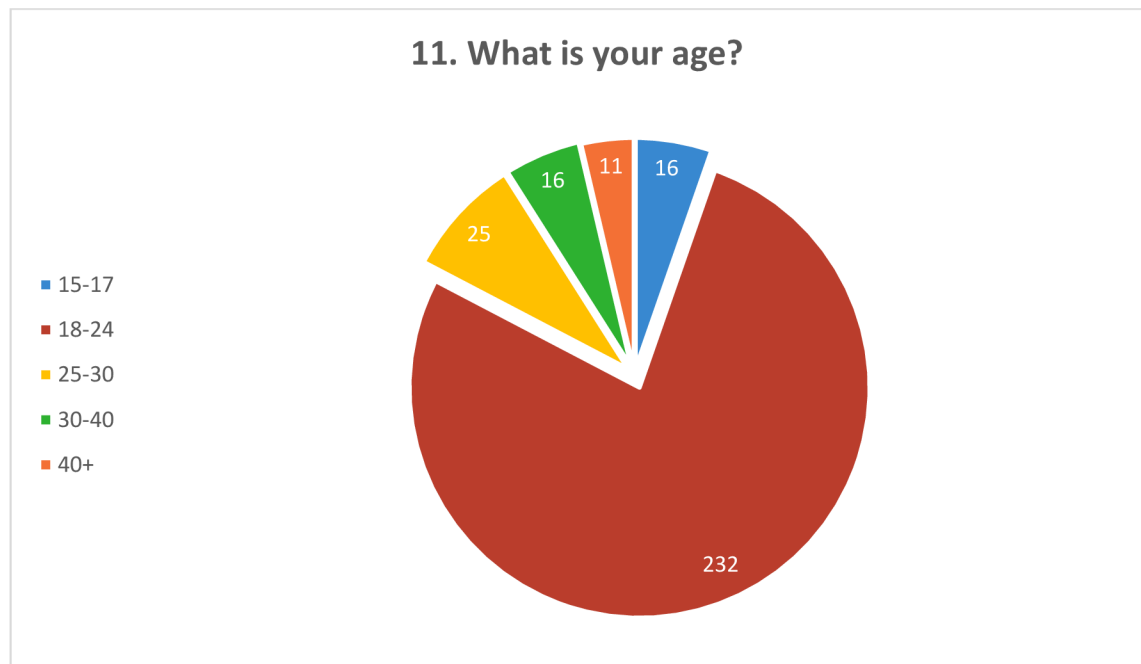


Source: own research

The second personal question was regarding the respondent's country of origin. This question was crucial as it was necessary to verify that the participants come from different countries and countries whose first language is different than English. It was done so because the author of this thesis wanted specifically respondents who learn English as a Second language, as this thesis is specified as Second language acquisition which was already discussed in the Theoretical part. The results showed that the majority of participants in this survey come from the Czech Republic (75,33%), the second country with a bigger group of respondents was Slovakia (5,67%). Other countries vary from 1-8 respondents.

Question number 11: What is your age?

Figure 12: Answer to question 11



Source: own research

The third personal question and also the last one of this questionnaire was regarding the participants' age. It was necessary to accumulate data about their age so the author could ensure that all of the age groups were occupied at least from some percentage. Results showed that the majority of participants were in the age group of 18-24 years (77,33%), second large age group was 25-30 years (8,33%). There has also been a notable representation between the other age groups. Such as 30-40 years with 16 respondents (5,33%), 15-17 years with also 16 (5,33%) and 40+ years with 11 respondents (3,67%).

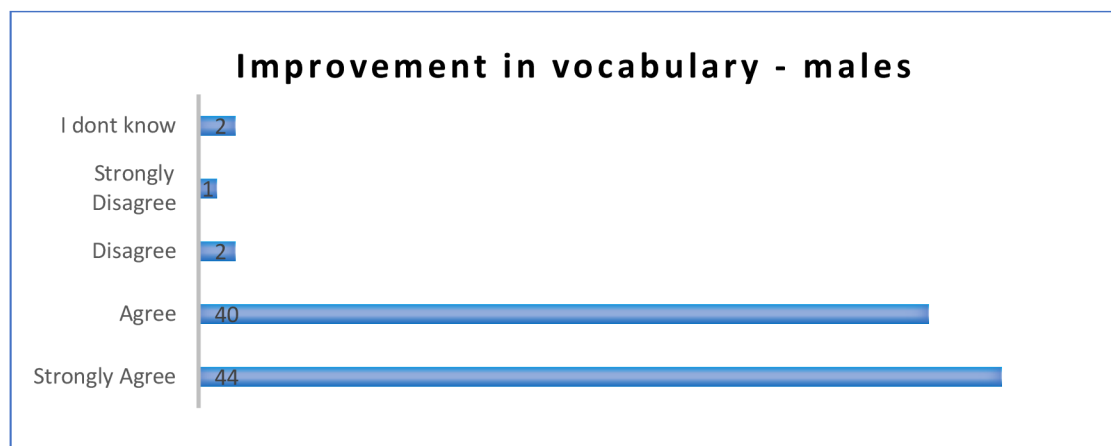
6 Research results and their interpretation

This chapter focuses on a detailed analysis of the data obtained by the questionnaire survey. Based on the findings, the answers to individual research questions are expressed here.

1. research question: Does watching English TV series lead to the improvement in vocabulary?

Questionnaire item number 8: Do you think that your vocabulary has improved by watching English TV series?

Figure 13: Improvement in vocabulary – males



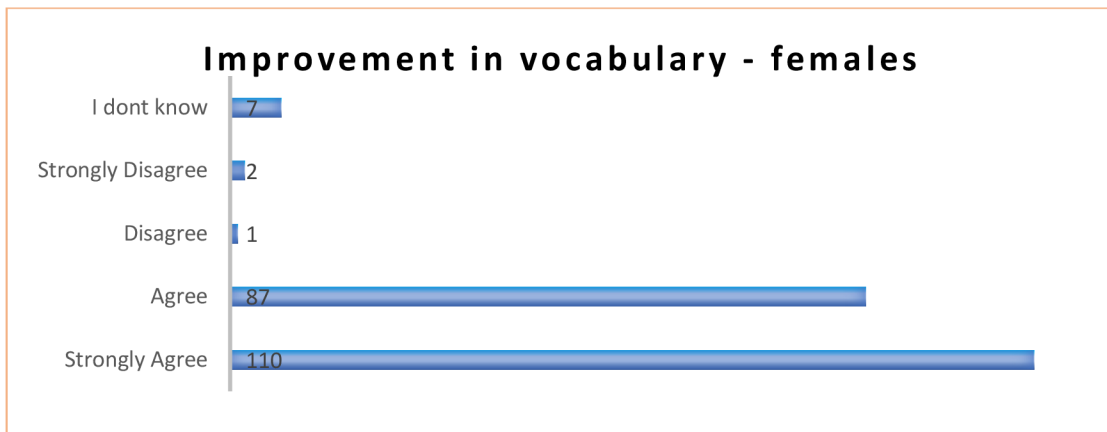
Source: own research

Respondents – males had to answer this question with only one answer which would indicate their improvement in vocabulary.

From the total number of 89 respondents – males, 44 (49,4 %) stated that they in their opinion strongly agree with the improvement in vocabulary by watching English TV series, 40 respondents (44,9 %) agree, 2 respondents (2,2 %) disagree, 1 respondent (1,1 %) strongly disagree, and 2 respondents (2,2 %) don't know.

Based on this question, author found that most males agree and strongly agree with the improvement in vocabulary by watching English TV series.

Figure 14: Improvement in vocabulary - females



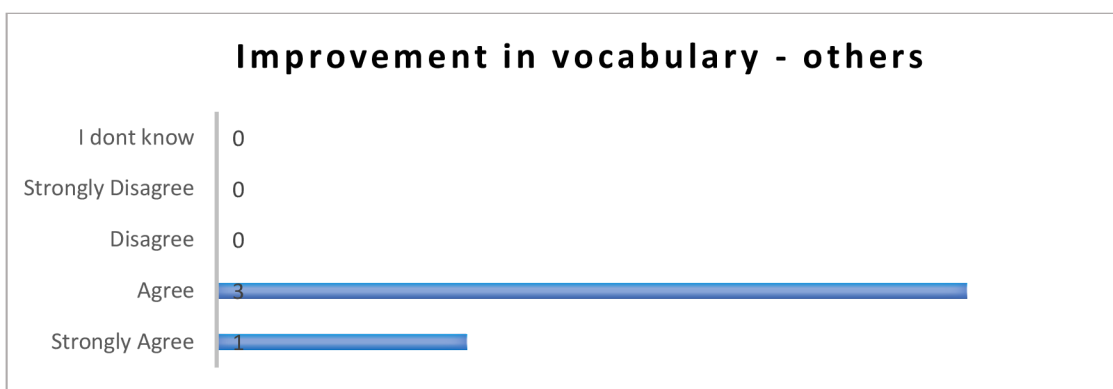
Source: own research

Respondents – females had to answer this question with only one answer which would indicate their improvement in vocabulary.

From the total number of 207 respondents – females, 110 (53,1 %) stated that they in their opinion strongly agree with the improvement in vocabulary by watching English TV series, 87 respondents (42,0 %) agree, 1 respondent (0,5 %) disagree, 2 respondents (1,0 %) strongly disagree, and 7 respondents (3,4 %) don't know.

Based on this question, author found that most females agree and strongly agree with the improvement in vocabulary by watching English TV series.

Figure 15: : Improvement in vocabulary - Others



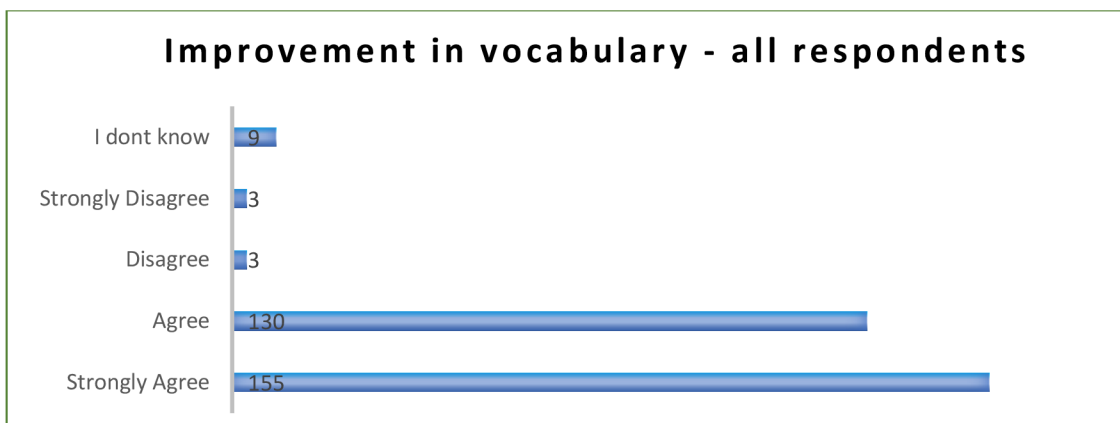
Source: own research

Respondents – others had to answer this question with only one answer which would indicate their improvement in vocabulary.

From the total number of 4 respondents – others, 3 (75,0 %) stated that they in their opinion strongly agree with the improvement in vocabulary by watching English TV series, 1 respondent (25,0 %) agree.

Based on this question, author found that all of the respondents from the group others agree and strongly agree with the improvement in vocabulary by watching English TV series.

Figure 16: Improvement in vocabulary - all respondents



Source: own research

Responses of all three groups (males, females, others) were summarized and these are the results that were obtained. The most common answer to the question of whether they think that their vocabulary has improved by watching English TV series with 155 responses (51,7 %) was strongly agree, the second most common answer with 130 responses (43,3 %) was agree, only 3 respondents (1,0 %) disagreed which was the same number of respondents (1 %) as those who strongly disagreed. Only 9 respondents (3,0 %) stated that they don't know whether their vocabulary has improved.

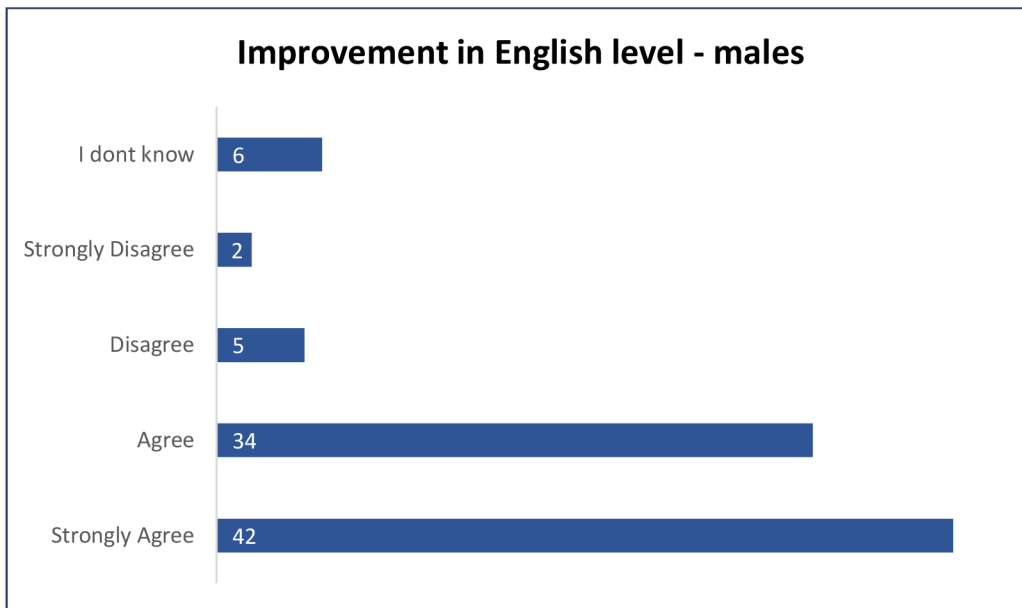
RQ 1 summary: Does watching English TV series lead to the improvement in vocabulary?

After summarizing all the answers, both from the individual groups and all groups together (males, females, others), we can state that the majority of respondents in their own opinion agree that watching English TV series leads to the improvement in vocabulary.

2. research question: Does watching English TV series lead to the improvement in English level?

Questionnaire item number 6: Do you think that your level of English has improved by watching English TV series?

Figure 17: Improvement in vocabulary – males



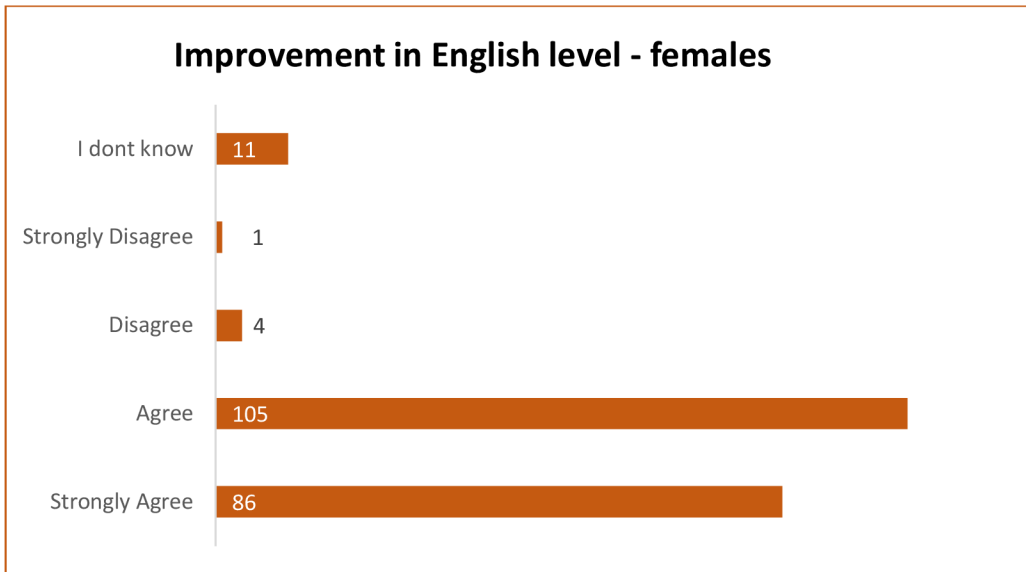
Source: own research

Respondents – males had to answer this question with only one answer which would indicate their improvement in vocabulary.

From the total number of 89 respondents – males, 42 (47,2 %) stated that they in their opinion strongly agree with the improvement in English level by watching English TV series, 34 respondents (38,2 %) agree, 5 respondents (5,6 %) disagree, 2 respondents (2,2 %) strongly disagree, and 6 respondents (6,7 %) were not sure.

Based on this question, author found that most males agree and strongly agree with the improvement in English level by watching English TV series.

Figure 18: Improvement in vocabulary – females



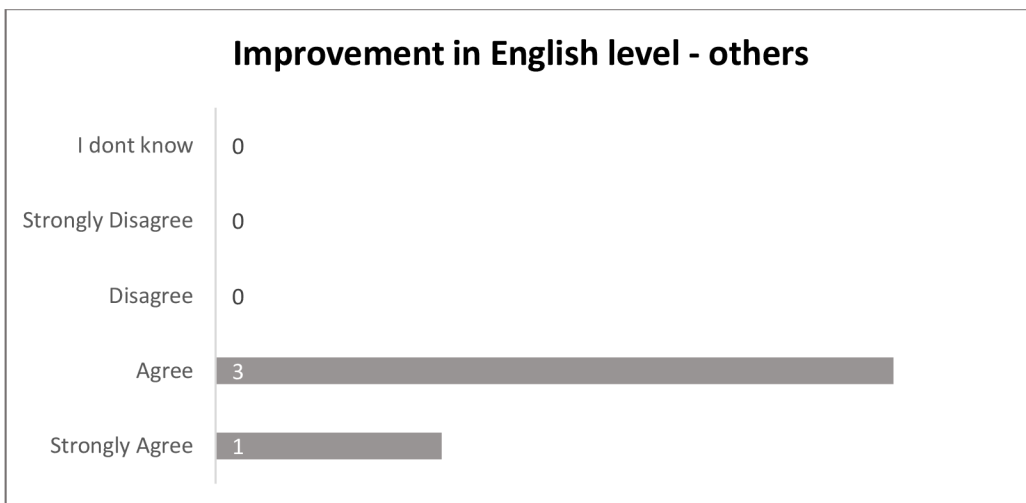
Source: own research

Respondents – females had to answer this question with only one answer which would indicate their improvement in English level.

From the total number of 207 respondents – females, 86 (41,5 %) stated that they in their opinion strongly agree with the improvement in English level by watching English TV series, 105 respondents (50,7 %) agree, 4 respondents (1,9 %) disagree, 1 respondent (0,5 %) strongly disagree, and 11 respondents (5,3 %) were not sure.

Based on this question, author found that most females agree and strongly agree with the improvement in English level by watching English TV series.

Figure 19: Improvement in vocabulary – others



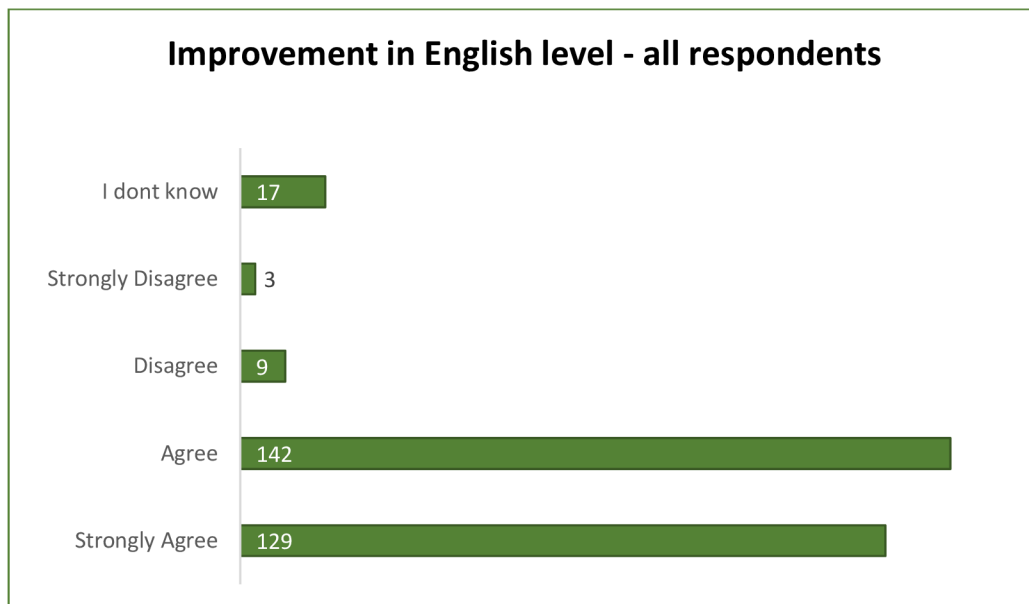
Source: own research

Respondents – others had to answer this question with only one answer which would indicate their improvement in English level.

From the total number of 4 respondents – others, 1 (25,0 %) stated that they in their opinion strongly agree with the improvement in English level by watching English TV series, 3 respondent (75,0 %) agree.

Based on this question, author found that all of the respondents from the group others agree and strongly agree with the improvement in vocabulary by watching English TV series.

Figure 20: Improvement in vocabulary – all respondents



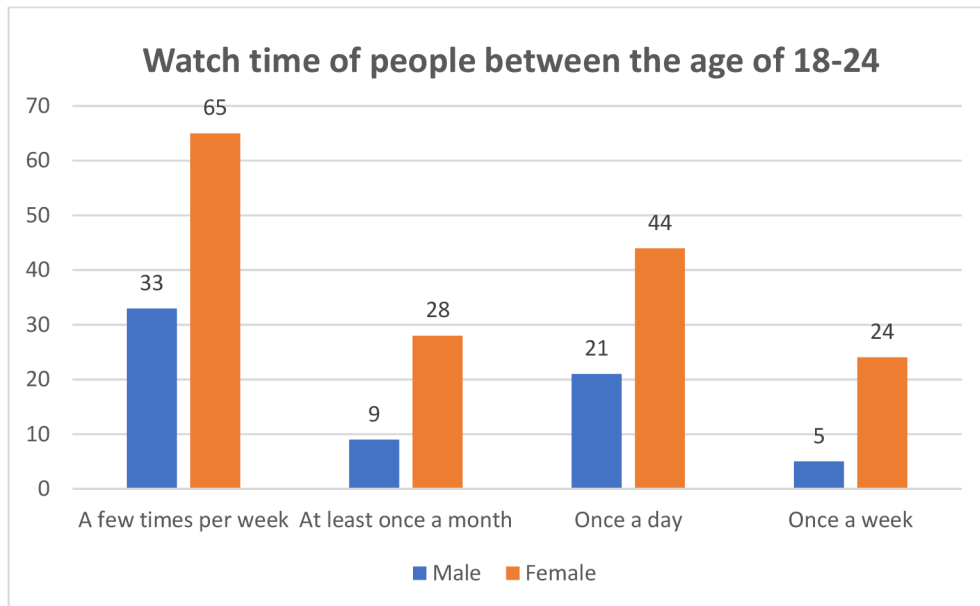
Source: own research

Responses of all three groups (males, females, others) were summarized and these are the results that were obtained. The most common answer to the question of whether they think that their English level has improved by watching English TV series with 142 responses (47,3 %) was agree, the second most common answer with 129 responses (43,0 %) was strongly agree. 9 respondents (3,0 %) disagreed, and only 3 respondents (1 %) stated that they strongly disagree. On the other hand 17 respondents (5,7 %) stated that they don't know whether their English level has improved.

Testing hypotheses no.1:

Out of the total number of 300 respondents, 229 respondents belong to the 18-24 age group. The total of 98 respondents (42,8 %) watch TV series a few times per week. 65 respondents (28,4 %) states that they watch once a day. 29 respondents (12,7 %) watch once a month and 37 respondents (16,2 %) watch at least once a month.

Figure 21: Watch time of people between the age of 18-24



Source: own research

H 1 We assume that males and females between the age of 18-24 watch TV series regularly at least a few times per week.

H₀ There is no statistically significant difference between the watch time of males and females ranging from the age of 18-24.

H_A There is statistically significant difference between the watch time of males and females ranging the age of 18-24.

Table 1: H1 pivot table

People between the age of 18-24	Watch time				Σ
	A few times per week	At least once a month	Once a day	Once a week	
Males	33 (29,1)	9 (10,99)	21 (19,3)	5 (8,61)	68
Females	65 (68,9)	28 (26,01)	44 (45,7)	24 (20,39)	161
Σ	98	37	65	29	229

Source: own research

The pivot table no.1 contains the actual frequencies. Expected frequencies “O” are listed next to the actual frequencies in parentheses. Numbers that are listed below the table and to the right of the table are called marginal frequencies. These are the sums of the actual frequencies listed in the rows and columns.

The significance test will be performed at the significance level $\alpha = 0,05$.

$$\chi^2 = 3,662$$

The Degree of freedom is determined based on the relation:

$$f = (r-1) \cdot (s-1)$$

Where r is the number of rows in the pivot table and s is the number of columns in the pivot table. In this case: $f = (2-1) \cdot (3-1)$

Based on the calculation of the degree of freedom and for the selected significance level of 0.05, we determine the value of the test criterion in the statistical table being:

$$\chi^2_{0,05(2)} = 7,815$$

If we compare the calculated value of the test criterion with the critical value, we find that the calculated value is lower than the critical value and therefore we do not reject the null hypothesis: *There is no statistically significant difference between the watch time of males and females ranging from the age of 18-24.*

H1 summary: Hypothesis H1 was not confirmed. We can state that the gender of a person which age is between 18-24 does not significantly affect the watch time.

RQ 2 summary: **Does watching English TV series regularly lead to the improvement in English level?**

Results were similar to those from the first research question. After summarizing all the answers, from both the individual groups and all groups together (males, females, others), we can state that the majority of respondents in their own opinion agree that

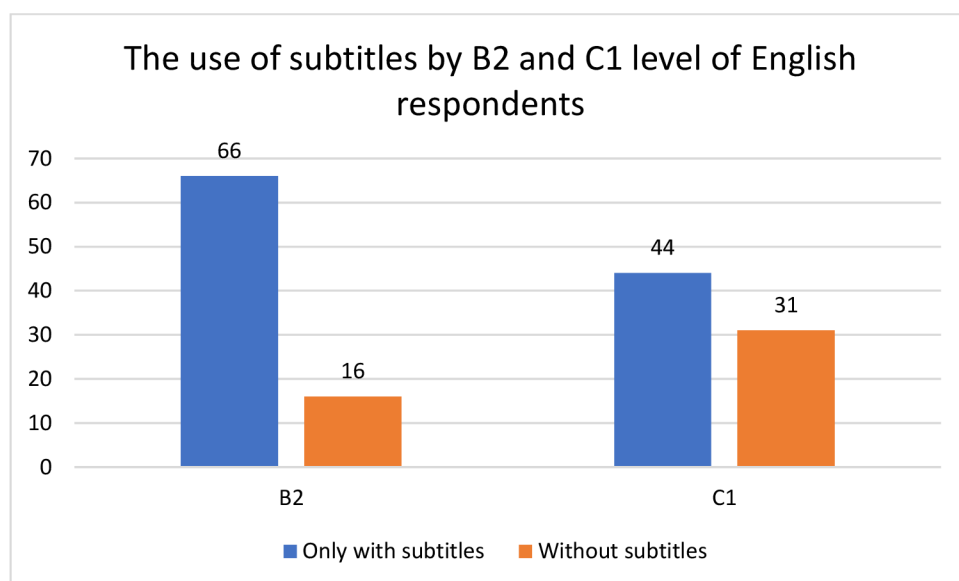
watching English TV series leads to the improvement in vocabulary. From 300 respondents, 271 of them agreed that their English level has improved.

3. research question: What are the differences between the use of subtitles and captions?

Testing hypotheses no.2:

Out of the total number of 300 respondents, 157 respondents (52,3 %) belong to the B2 and C1 level of English. Out of the total number of 157 respondents, 82 respondents (52,2 %) belong to the B2 level of English, and 75 respondents (47,8 %) belong to the C1 level of English. From the total number of 82 B2 level respondents, 66 of respondents (80,5 %) watch only with subtitles and 16 respondents (19,5 %) watch without subtitles. From the total number of 75 C1 respondents, 44 respondents (58,7 %) watch only with subtitles and 31 respondents (41,3 %) watch without subtitles.

Figure 22: Use of subtitles by B2 and C1 level of English respondents



Source: own research

H 2 We assume that there is a difference in the use of subtitles between B2 and C1 English level respondents.

H₀ There is no statistically significant difference in the use of subtitles between the B2 and C1 level respondents.

H_A There is statistically significant difference in the use of subtitles between the B2 and C1 level respondents.

Table 2: H2 pivot table

Level of English	The use of subtitles		
	Only with subtitles	Without subtitles	Σ
B2	66 (57,45)	16 (24,55)	82
C1	44 (52,55)	31 (22,45)	75
Σ	110	47	157

source: own research

The significance test will be performed at the significance level $\alpha = 0,05$.

$$\chi^2 = 8,897$$

The degree of freedom: $f = 1$

Based on the calculation of the degree of freedom and for the selected significance level of 0.05, we determine the value of the test criterion in the statistical table being:

$$\chi^2_{0,05(1)} = 3,841$$

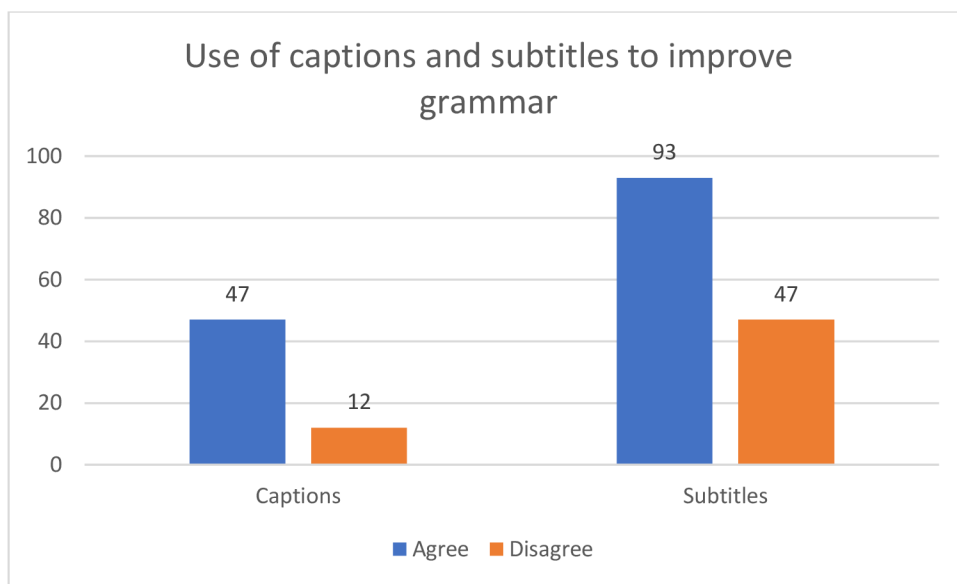
If we compare the calculated value of the test criterion with the critical value, we find that the calculated value is higher than the critical value and therefore we do reject the null hypothesis: *There is no statistically significant difference in the use of subtitles between the B2 and C1 level respondents.*

H2 summary: Hypothesis H2 was confirmed. We can state that according to the results of Chi-Square Test, there is a significant difference in the use of subtitles between B2 and C1 English level respondents.

Testing hypotheses no.3:

Out of the total number of 300 respondents, were 199 respondents (66,3 %) which prefer the use of captions and subtitles. Out of the total number of 59 respondents that uses captions, 47 respondents (79,7 %) stated that they agree with the improvement of grammar, and 12 respondents (20,3 %) stated that they do not agree with the improvement of grammar. From the total number of 140 respondents that uses subtitles, 93 of respondents (66,4 %) agreed with the improvement of grammar, and 47 respondents (33,6 %) disagreed with the statement.

Figure 23: Use of captions and subtitles to improve grammar



Source: own research

H 3 We assume that watching TV series only with captions leads to the improvement in grammar.

H₀ There is no statistically significant difference in the use of captions in order to improve grammar.

H_A There is statistically significant difference in the use of captions in order to improve grammar.

Table 3: H3 pivot table

The usage of	Opinions		
	Agree	Disagree	Σ
Captions	47 (41,51)	12 (17,49)	59
Subtitles	93 (98,49)	47 (41,51)	140
Σ	140	59	199

Source: own research

The significance test will be performed at the significance level $\alpha = 0,05$.

$$\chi^2 = 3,481$$

The degree of freedom: $f = 1$

Based on the calculation of the degree of freedom and for the selected significance level of 0.05, we determine the value of the test criterion in the statistical table being:

$$\chi^2_{0,05(1)} = 3,841$$

If we compare the calculated value of the test criterion with the critical value, we find that the calculated value is the same as the critical value and therefore we do not reject the null hypothesis: *There is no statistically significant difference in the use of captions in order to improve grammar.*

H2 summary: Hypothesis H3 was not confirmed. We can state that according to the results of Chi-Square Test, there is not a significant difference in the use of captions instead of subtitles in order to improve grammar.

RQ 3 summary: **What are the differences between the use of subtitles and captions?**

After summarizing results from both hypotheses, we can conclude that there is a significant difference in the use of subtitles between B2 and C1 English level respondents. And that there is no statistical difference between the use of subtitles and captions in order to improve grammar.

Suggestions for further research

During the research, the author realised that there are some things that he would have done differently or maybe even expand upon, so he decided to mention them in this research as well. The first limitation being the fact that this research was oriented only on learning English, which somehow limited the research capability as it would be in his opinion more interesting to research TV series as a whole, particularly in other languages. Especially with the growing popularity of watching TV series through internet streaming services which could lead to motivating young people into learning English or possibly even another language.

Another limitation being that the author wanted to include a much broader scale of respondents from different age groups as was also suggested in the research. This goal was not reached as with the limited time there was no space for finding respondents that were old enough, and that watched English TV series on some regular basis and that wanted to participate in such a survey. Furthermore, the researched questions brought up some interesting topics such as the already mentioned motivation of watching TV series based on gender or what type of series do viewers enjoy viewing the most and the type of vocabulary used in such series.

The author would also like to point out that in order for the research to continue there would have to be some changes in the questionnaire. Many people found it confusing as they did not understand some questions, especially questions regarding the use of captions and subtitles. Which was explained in this thesis but most of the people do not know the difference.

As a suggestion for further research, the author would recommend a mixed-method research design which is a combination of qualitative and quantitative methods which provides multiple points of view and that would probably achieve more valid results. He would also recommend doing an interview with selected groups or specifically selecting a reasonably large focus group of participants who would vary in age and that could be examined over a duration of time. This research could also continue in a school environment as it could be used as a homework or a term paper where students would be given a few episodes of a TV series to watch and their goal would be to analyse them, mark interesting new words or phrases and subsequently share these results with their classmates.

To sum up, the research brought up some interesting topics which could be utilised for further research. The questionnaire used in this research should be supplemented with a few texts that would explain some of the questions and more open-ended questions should be used in order to gather more personal data. Other research methods should be used to supplement the questionnaire in order to gather more relevant data.

Conclusion

This bachelor thesis examined the use of watching English TV series as a supplementary resource for enhancing English in general, level of English, the vocabulary and grammar. The motivation for this topic was based on the author's interest in watching English TV series and their subsequent use as a method for improving English. This thesis aim was to find out whether watching English TV series on regular basis could be considered an effective learning strategy that can affect grammar, vocabulary, and overall level of English.

Nowadays people tend to watch TV series more than ever before. With the rise of streaming services in recent years many foreign series become broadly available online to everyone. These services offer subtitles and captions which makes them even more appealing to foreign viewers. Watching TV series is related to intrinsic motivation as it is an activity that is done with the purpose of experiencing pleasure, satisfaction, and joy of doing such activity.

The thesis was divided into two main parts, Theoretical and Practical. The Theoretical part consists of several chapters which include Language learning styles and strategies, Second language acquisition and information regarding TV series as a topic with several studies conducted in regard to teaching and learning through video-based content. The practical part also consists of several chapters, which include an introduction to the research, its objectives, research questions, research methods which were used in order to gather data, information about the respondents, and also the analysis of the used questionnaire, analysis of the results and suggestions for further research.

The acquired results of the questionnaire and their subsequent analysis led to the conclusion that watching TV series as a leisure activity leads to the improvement of vocabulary and overall level of English and that there is no difference between the use of subtitles and captions in order to improve grammar

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Resumé

Tato bakalářská práce je zaměřena na analýzu vztahu mezi sledováním anglických TV seriálů a zlepšováním se ve vybraných aspektech anglického jazyka. Za účelem získání vhodných dat byl zvolen sběr dat za pomoci dotazníku, s jehož pomocí jsme došli ke třem závěrům. Prvním z nich, bylo dokázáno zlepšení v oblasti slovní zásoby. Druhým výsledkem bylo zlepšení v celkové úrovni anglického jazyka. A třetí výsledek prokázal, že mezi používáním titulků a skrytých titulků v oblasti zlepšení gramatiky není rozdíl.

Annotation

Jméno a příjmení:	Jiří Lhotský
Katedra nebo ústav:	Ústav cizích jazyků
Vedoucí práce:	Mgr. Barbora Bačíková
Rok obhajoby:	2022

Název práce:	TV seriály v každodenním životě a učení se zaměřením na Anglický jazyk
Název v angličtině:	TV series in everyday lives and learning with the focus on English
Anotace práce:	<p>Tato práce analyzuje koncept výuky anglického jazyka pomocí volnočasové aktivity, konkrétně sledováním anglických televizních seriálů. Proto název práce zní „Televizní seriály v každodenním životě a učení se zaměřením na angličtinu“. S nárůstem streamovacích služeb následoval také nárůst sledování TV seriálů a výuky angličtiny. Cílem této práce je zjistit, zda by taková volnočasová aktivita mohla být využita jako učební strategie ke zlepšení gramatiky, slovní zásoby a celkové úrovně angličtiny.</p>
Klíčová slova:	EFL, LLS, TV seriály, video obsah, slovní zásoba, gramatika, úroveň angličtiny
Anotace v angličtině:	<p>This thesis analyses the concept of learning the English language using a leisure activity specifically watching English TV series. Hence the name of the thesis is “TV series in everyday lives and learning with the focus on English.”</p> <p>With the increase of streaming services also followed the increase of watching TV series and learning English. The focus of this theses is to find out whether if such leisure activity could</p>

	be used as a learning strategy to improve grammar, vocabulary, and overall level of English.
Klíčová slova v angličtině:	EFL, LLS, TV series, video-based content, vocabulary, grammar, English level
Přílohy vázané v práci:	
Rozsah práce:	59 stran
Jazyk práce:	Anglický