UNIVERZITA PALACKÉHO V OLOMOUCI

PEDAGOGICKÁ FAKULTA

Ústav cizích jazyků

Films in everyday lives and learning with the focus on English Gymnázium Valašské Klobouky

Bakalářská práce

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Prohlašuji, že jsem bakalářskou práci vypracovala samostatně s využitím pramenů, které jsou uvedeny níže v seznamu literatury.

V Olomouci dne …………….

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Acknowledgement

Contents

Abstract

This bachelor thesis analyses whether films watched in English help with progress in English skills to English as a Second Language Learners (ESL learners) at Gymnázium Valašské Klobouky. The first, theoretical part mainly deals with learning as such and with motivation to learn language. Differences between intentional and incidental learning are described and its relation to watching films. Third chapter investigates how specifically could watching films improve English skills and the last chapter outlines current state of knowledge of this matter. The second, practical part, aims at finding out whether ESL students at Gymnázium Valašské Klobouky use film as a learning tool and whether they notice newly acquired language skills. The outcome of the research showed that majority of respondents recognize improvement. If we name specific skills, improvement was mentioned mainly in vocabulary, speaking, or understanding acquisition.

Introduction

With the advent of technology and the development of today's society, English as a second language is considered a common skill, if not a necessity, in the 21st century. We encounter the English language not only at schools, but in everyday life, almost all over the world. Everyone learns and educates in many ways, it depends on individual's possibilities, previous education, time willing to dedicate to educating, hobbies, etc.

This bachelor thesis will mainly deal with extracurricular learning, namely learning English through films, for ESL (English as a second language) people. The main aim of the work is to find out what effect watching audiovisual works has on the development of English language skills. The thesis will be divided into two parts, theoretical and practical. Content of the theoretical part will introduce into problematics of foreign language learning, its effectivity, importance of English language learning through out-of-school activities, specifically through watching films in English and its benefits. The second part, thus the practical part, will be devoted to a quantitative research, using a questionnaire, then analysing the questions and answers of pupils of Gymnázium Valašské Klobouky.

Aims

Before setting the final aims of the thesis, the following questions were asked:

Do high school students watch films in English?   Do they watch movies to improve their language skills?   What skills would they like to improve?   Do they watch movies with subtitles?   What is the motivation to learn and improve in the English language for students? Do they think their English has improved by watching movies?   In what field?

After considering these questions, the **main aim** was set:

Find out if students of Gymnázium Valašské Klobouky use films as a learning tool and whether this method works, i.e., that they observe an improvement in the English language.

The main aim is accompanied by following **objectives**:

To investigate what motivates students to learn English.
To find out if they watch films in English for purpose of improving English.
Whether they watch movies with subtitles, possibly with which ones.
What specifically do they feel has improved in their use of English language.

Research assumptions

Given that film is very popular medium nowadays and that knowledge of the language is almost a necessity, it could be expected that students watch films in English in their everyday life to learn it. On the other hand, not everyone feels the need to master English. Another assumption is that films in English help to develop and improve English, as it is assumed that any contact with the English language helps to develop the skills through our senses, however if the film is not watched with concentration, it may not lead to any improvement.

A1: At least 50% of respondents of Gymnázium Valašské Klobouky watch films in English to learn English language.
A2: Watching films in English helps to improve language skills by more than 50% of respondents.

THEORETICAL PART

1 Learning

One of the main aims of this thesis is to evaluate, whether watching films is useful for learning English, therefore learning and learning outcomes are defined in the following chapter.

1.1 Defining the term learning

Learning is according to Ambrose et al. (2010, p. 29) defined as "*an active process leading to irreversible change that occurs because of acquired experience and increases the potential for improving performance and further learning*". Learning is often accompanied by all kinds of emotions, whether it is fear, enthusiasm and personal interest, difficulties (Petty, 2004). However, according to Linhart (1972), learning is not just a question of adaptation and needs to be examined concretely and into detail. It is a process of creation, during which an individual handles the relationship between himself and his surroundings. This relationship brings constant discovering of obstacles and disputes that need to be solved. How are those disputes solved is entirely up to an individual's character and attitude (Linhart, 1972, 1982).

Subject of learning does not need to comprehend the information as they are interpreted by teacher, parent, mentor etc. However, he forms his own image of information, which can be, in the end, misconceived and misunderstood (Petty 2013). Průcha (2020) claims, that it is almost impossible to easily define learning, or to generalize definition of learning because of its many learning methods. These are described as a specific journey or procedure of teachers and pupils, where habits, opinions and knowledge are learned (Průcha, Mareš, Walterová, 2009, p. 287; Choděra, 2000). The effectivity of learning is in relation with conditions under which learning takes place, Prunner (2003) says, that conditions are related to personality of a learner, teacher's expertise level of knowledge, teaching material and conditions related to process of learning with respect given to individuality of a learner and his environment (Prunner, 200; Procházková, 2013).

Psychologist Nývltová (2015, p. 7) holds the view, that learning as such has nothing to do with changes related to human body changes or biological ontogeny. On the other hand, during adolescent age children can pass through a season of emotional lability, which can lead to feelings of uncertainty, self-doubt, caused by outer as well as inner changes of human body.

Within the adolescent age arrives a change in the quality of thought processes and operations (Kalhous, 2002).

The most ordinary type of learning and concurrently the first type, which comes to mind is school teaching. According to Průcha (2017, p. 78) this type of educational processes[1] is the most common and its principle is subsequent. "*The subject, most of the time teacher, teaches another group of subjects in common vocabulary known as group of pupils.*" (Průcha, 1997, p. 69). Results or goals of education can differ. As a result, long-term personal change can be considered. Whether it is knowledge, skills, changing personal approach towards a certain problematic, habits, etc. Průcha (1997) claims, the results of education are in the form of cognitive properties (speech functions, knowledge, etc.), cognitive-affective (interests, values) and cognitive-motor properties (skills, sensorimotor intelligence).

According to the authors learning is very complicated process, very difficult to define. It is necessary to take the individuality and complexity of a learner into account. Learning is always accompanied by all kinds of emotions, which can affect learning processes either positively or negatively. The goal of learning is irreversible change and creation of relationship between individual and its surroundings.

1.2 Defining the term everyday life

The film is considered as part of everyday life in this bachelor's thesis, because many teenagers spend a significant part of the day with smart devices, mobile phones, laptops, eventually in front of the television. Watching films and series is one of the uses of their devices. Therefore, daily life is briefly defined in this subchapter.

Everyday life appears as reality, the world of man, which people somehow perceive and interpret. It has its origin; through actions and thoughts this reality is maintained. It can be described as a daily routine, the way a person usually behaves, what activities he engages in, on what is an individual willing to concentrate. (Chandler, Munday 2011; Berger, Luckman 1999).

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[1] Educational process: all types of activities during those is subject being learned through the mediation of another subject or text, etc. Průcha, 2017, p. 78

1.3 Motivation

Motivation is a part of this chapter because it is important element not only of English learning but learning in general. Question of motivation is discussed in practical part as one of research questions, therefore has following chapter devoted to it.

Not exclusively pupils, people in general learn to feel good, to possess information, to avoid or prevent failure (Pavelková, Frencl, 1997). Dörnyei (2001, p. 1) believes, that *"there is no such thing as motivation, it explains why people think and behave as they do."* Motivation may differ despite the same desired goal. As Čáp (1980) explains, one person learns simply to "show off", another has desire to please his loved ones. An individual's interest, values, or hobbies also play an important role in motivation. In a simplified way, motivation is what a learner wants to "follow up".

Motivation can be understood as the action trigger and its drive. Průcha (2020) delimits motivation onto intrinsic and extrinsic motivation. The difference between those two is obvious: intrinsic is based on personal objectives and aims self-efficacy, in opposite to extrinsic motivation, which is driven by others (parents, teacher, chief etc.) and their influence on the individual. "*Purpose of motivation is to create a positive attitude towards something, usually an achievement or a kind of behaviour"* (Plamínek, 2014, p. 14). Petty (2009) determines reasons of learner's desire to learn. He says that learners think about how given material fits them in a real-life situation, whether the given subject matter will contribute to their future career. Other aspects are also previous success and recognition from teachers or peers, which is a source of motivation for further efforts. Learner's drive to learn is willingness to avoid unpleasant consequences of not learning. Finally, the fact that the student considers the curriculum and the learning method fun and interesting is another driving aspect.

There are two types of motivation, intrinsic and extrinsic. Closely to intrinsic motivation. Intrinsic comes from self-consciousness and is dependent on individual's character (Tobolová, 2021, p. 7). It is important for the subject of learning, whether he can influence or choose what and in what conditions is he going to learn, how is he going to be evaluated etc. and whether he finds the subject interesting and considers it important (McCombs 1997, Kalhous 2002). People driven by intrinsic motivation process information better, get deeper into the problematics and try to truly understand, instead off learning by heart. Supposedly, learners driven by intrinsic motivation are more independent while learning. (Šimonová, 2015)

Around the extrinsic motivation stands a little controversy. Individual can be motivated through praise, reward, as a punishment or humiliation prevention. Some pedagogues and educationalists completely reject this method because to people with lower prerequisites for success, worse results can cause a feeling of their own incompetence and a loss of will. That is why it is important to concentrate their efforts on progress of learning, not on the possibility of failure (Vallerand et al. 1992, Babičová 2019). Sansone and Harackiewicz (2000, p. 273) claim, that extrinsic motivation is "*a desire to gain a teacher's or a parent's approval*". Boekaerts (2005) says, that learners often do not learn to get better for themselves and do not want to achieve a success in certain field of knowledge, but they want to please others. However, other pedagogues, e.g., Chance (1993) does not find any bad consequences. On the contrary, he considers them as a necessity and declares, that praise can lead towards improvement of intrinsic motivation. Certainly, motivating different age groups the same way cannot work, as we probably would not motivate an adult through a candy-type reward (Sovák, 1990).

To sum up, everyone's motivation is very diverse, each person is motivated in a different way due to different personalities. Sources of motivation is a complex set of various aspects. Intrinsic motivation is influenced by internal emotions, relationship to given substance, an interest. External motivation is rather pressure from the environment, other people, enticement by rewards, etc. Psychologists are in conflict whether is appropriate to motivate with the help of rewards, and praise, or whether failure after such motivation does not discourage a person from learning completely and leads someone to give up.

1.4 Motivation to learn language

Motivation to learn language is according to Gardner (2006) understanding the culture and having higher possibility to succeed in future life. According to Houdek (2013) learners motivated by the fact that English is enjoyable for them increases their own will to learn and to get better. He also researched that learners practice English and learn because they want it themselves, not because they feel the pressure at school or from parents. According to Šimonová (2015), motivation is dependent on teaching methods as well as on teacher's relationship with pupils.

Janíková (2011, p.10) believes, that the proverb *You are human as many times as the number of languages you speak. (Kolik jazyků umíš, tolikrát jsi člověkem.)* plays its role. If we study languages, we also gain new culture, history and everyday life knowledge.

A study by Irza Yuzulia (2021) on learners' motivation to learn English in Pekanbaru made on 62 respondents, 17–18-year-old students through questionnaire with twenty-five open-ended questions showed, that the motivation to learn English is very high. 69 % of questioned learners usually learn English in their free time. Almost every respondent feels the need to manage and master the language, and they have the urge to attend classes on time. That shows their intrinsic motivation. The eccentric motivation is to pass their exams, most of questioned see their teacher as inspiration to learn English, and the highest motivation is the use of English in their careers.

Learners' motivation is both eccentric and intrinsic. It is recognizable that it is a matter of interest as well as the need to succeed during the exam at school. A great motivation is the prospect of a professional life in the field of English language, getting to know the country, history. Very often, the teacher who has the possibility to introduce the language to learners can influence the first impression of the learner.

2   Intentional and incidental learning

Through the development of teaching and mankind and its pursuing, many types of learning processes were categorized and explored. Two learning processes are intentional and non-intentional learning, which are going to be described more into details, since they are an important component of the questionnaire in practical part.

Sovák (1990) describes more types of learning. The first type is distinctive by learning things above all by listening. Individuals with good hearing memory use this type of learning. Next, people learning by vision have higher possibility of learning through books and reading. Kostková (2021) claims, that stimuli perceived by sight and hearing are stored better, especially if the subject is clearly interested in them. Thus, watching a movie, where the sight is used not only when watching an image, but e.g., by reading the subtitles, can be a perfect tool together with listening to the correct pronunciation.

Intentional learning is one that is performed with established goal and certain requirement. Person learning intentionally expects a benefit, which can be understood additionally as a motivation (Harmer, 2007). Hung (2014) believes that in intentional learning, students use necessary material for them to serve a specific purpose.

Incidental learning, on the other hand, is learning taking place with no direct awareness or else clear intention to learn and possess knowledge. In case of incidental learning, the individual does not perceive the activity as learning (Průcha, 2020). A study shows, people watching films see improvements in their pronunciation and vocabulary while they enjoy the plot of the film. Huang and Yang (2019) emphasized the importance of incidental learning as the main source of expansion learning by films.

From those claims, it could be said that our sensory prepositions highly influence learning. Intentional learning happens unlike incidental learning consciously and with the intention of learning something specific. Film watching is considered as a helpful technique, but whether students participating on the research in practical part will use film as incidental or intentional learning tool is going to be investigated further bellow (see 5.4.4 Question 5, p. 28).

2.1   Film as out of school activity

Out of school learning can be called self-learning, it can be understood as a response to responsibility for individual himself and for personal education and growth (Choděra et al.,

2001). Beneš (1971) defines out of school activities as activities unrelated to the pupils' school curriculum, to the school as institution and is not organised by teacher. Watching films is in this thesis understood as out of school activity, not just because there is not enough time at schools to be dedicated to watching films. Besides it is a part of cultural heritage similar like museums, theatres etc. (Aktin 2020, Rathnayake 2016).

According to Tomalin (1986), if watching films should be included in the English language curriculum, the classroom should be well-lit, and it is necessary that all students can see the picture clearly. On the other hand, Allan (1991) claims that the environment in which films are watched does not have a huge affect on the effectiveness of learning.

Extracurricular learning is at the learner's own will, they organize such learning themselves. According to the authors, it is necessary to adapt the school environment to the possibility of watching films at school. However, in this thesis, watching films outside the school is investigated.

2.2   Internet as a tool, e-learning

Sedláček (2006, p. 351) defines internet as a public global network. Nowadays, even at schools, emphasis is placed on alternative forms of teaching. Even without noticing, the use of computers often introduces English expressions, that are later incorporated into the common vocabulary (Choděra et. al, 2000).

As such, the Internet nowadays fills a large part of the free time of young people. The prejudice is often that the Internet is only used as a 'boredom cure' (Klementová, 2021). But it can be a great tool for self-development, including language. In the context of school education, we can talk about e-learning. E-learning in the narrower sense is understood as education using Internet technologies (Nocar, 2004). However, it is not quite that simple. Disadvantage of e-learning is the fact that it is not easy to check whether the pupils or students are really engaged in the assigned task. Teachers report that they lose interaction with students, which makes language teaching difficult (Beránková, 2010, Chudárková 2022). On the other hand, e-learning is a great tool for out-of-school learning, where the teacher has no supervision. Pupils can educate themselves in a fun way. There are many games as well as apps developed especially for English learning, such as Duolingo, Quizlet, Mooveez and many more (Chudárková, 2022).

2.3 Mooveez

As was mentioned above, many games are developed for purpose of learning, therefore one of them will be introduced closer below.

Mooveez, as it claims itself, is trying to help an individual to become fluent speaker, intended for self-study. With the help of films and videos, it introduces the learner to common life situations, such as packing luggage for a holiday. This app helped to many learners during the Covid-19 quarantine (Pešta, 2020). After downloading the application, the learner determines for himself how proficient he is in English and chooses the level of complexity. The user's task is to find and understand the film, learn the correct pronunciation, and then use the knowledge, i.e., speak. In short, intention of Mooveez is not only to learn vocabulary, but all English comprehensions (mooveez.com, myenglishhacks.cz). Stempleski (1990, p. 7) calls these specialized videos *''educational videos made specifically for language learning and authentic video material''*.

E-learning is a hard way to manage at school, but a great way for learners to practice by themselves, outside of school. There is a huge diversion of apps created to teach languages, especially English language. One of them is Mooveez, focusing onto teaching and learning with videos, adjustable for level of English skills of an individual.

3 Learning through films

The Internet is discussed in previous chapter, not only because it can be used as a learning tool, but because it holds countless number of webpages and platforms, where it is easily accessible to download or watch film online.

3.1 Learning language skills through films

Rathnayake (2016) suggests many options to practise language outside the classroom, because of her certainty, that there is not enough time at school to learn language. Learners themselves (often unconsciously) are trying to find the best and most effective way to succeed, therefore it is necessary to take their required needs and procedures into account (Janíková 2008, Janíková 2007). In addition, it is beneficial to lead the learner towards recognizing learning preference (Hendrich 1988, p. 62).

In every language, there are four basic language skills: Speaking, listening, writing, and reading. Every one of them is important, but it is hard to assume that through written tests at school those types are tested or more importantly, educated equally (Kostková, 2021). That gives us an idea of teaching reading and writing preferably. However, speaking and listening are two skills, we used way earlier and are much more natural (Sesnan, 1997).

There are so many learning strategies[2], which have been developing and changing for centuries (Smirnova 2018). Grinder and Bandler (1979) are convinced that information perceived by hearing and visually are easy to memorize, especially for learners with strong audio and visual channel[3]. This theory is called Neuro-linguistic theory, used in psychotherapy as well (Tosey, Mathison, 2003). Ismail (1991) believes, it is very important to expose the learner to a language, which is an individual trying to learn.

Authors agree that there is not enough time at school to learn all language skills equally. The ones that are the most natural to people are the ones not enough tested, or more, not enough taught. One of many learning strategies is Neuro-linguistic theory, which

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[2] Learning strategy is described as *'a technique, plan, problem-solving procedure'* Wenden, Rubin (1987, p. 7), according to Rebecca Oxford (1990, p. 8) it is *"specific action taken by the learner to make learning easier"*.

[3] Channel is understood as a channel through which a perception occurs (Barbe, Milone, 1981, p. 378).

emphasises visual and audio perception. This theory, along with Ismail's conviction could be in line with the research of this thesis.

3.2   Learning vocabulary with film

Inevitable condition for mastering the language is a rich vocabulary, without which it is impossible to write, speak or listen. Linse (2005, p. 121) defines vocabulary as *''a word collection that an individual knows''*. Prerequisite for wide and successfully used vocabulary are according to Shakirova (2020) creating context of words, learning them in sentences. This way it should be easier to keep the vocabulary in memory longer. A lot of ESL learners have a large, but passive vocabulary. Passive knowledge is according to Nation (2000) used by people in reading and listening, active is used in writing and speaking. Words that we use actively create a much lower percentage. Listening as such is very helpful in improving English comprehension skills. Nevertheless, it could be rather harmful then helpful to load the learner with too complicated listenings, videos and films which are completely misunderstood. Such action loses its purpose since the learner cannot process nor interpret the context. That shows, the learner cannot use new words, for he did not learn any (Sobotka, 2021).

Gomathi, Geetha and Raa (2017) made a study with the aim to prove that watching films expands vocabulary. They proved, a film can be suitable aid, but as well as Sobotka (2021) recommends, it should not be overused. After watching the film, participants of the study were given a test where they inferred new vocabulary that they caught while watching the film. Whether the vocabulary remained it their long-term memory is not certain, because it was not the subject of investigation.

It follows from the knowledge presented above, that knowledge of vocabulary is the key. For everyday use active vocabulary is very important part of communication. The authors agree that by watching films it is possible to improve and expand the vocabulary, but as with any learning method, it is necessary to use it wisely and productively, so that such action does not lead to confusion of the language and is not too overwhelming.

3.3   Learning speaking and pronunciation with film

Richards (2015) states that a lot of learners judge their language knowledge by the degree of ability to use their speaking skills. According to Sobotka (2021), learning English could be compared to learning a child its first words. The reason for this comes from a thought

of a child with no language comprehension. Merely by listening, does the child begin to process and pronounce its first words. In a matter of time, from learning to speak once unknown language, it comes to be able to fluently communicate in it. Speaking of fluency, pronunciation is an aspect of speech that hugely impacts the first impression of a listener (Metruk, 2018).

Watching films primarily with English speakers can help to develop a feel for the language, correct stress usage, rhythm, and intonation. Intonation adds exact meaning to what is being said and together with the image of film the understanding is much easier and teaches ESL learners to use the right pronunciation at the right time (Scrivener, 1994). English and Czech have differences, i.e., English has twenty vowels, Czech has five. Moreover, some English vowels are harder to pronounce, that is why ESL learner needs to hear someone with perfect pronunciation and intonation, which can be achieved just by listening to an audio-recording or a film (Kostková 2021, Beránková, 2010). Moreover, Khan (2015) is persuaded, films could lead a classroom or group of people to a discussion. There is quantity of films dealing with a variety of topics and problematics.

Sadowska (2015) states, that film audio-description, usually used for visually impaired could be a useful tool for English learning. Another name for audio-description could be voice-over. If we assume that we watch a film, we see a picture and at the same time the picture is orally described. The objects we cannot name in English are pronounced and introduced, so not only our vocabulary expands, but also pronunciation improves (Sadowska 2015, Říhová, 2011).

Sources state that not only first words of our mother tongue are learned by listening and observing (if it is possible to use the term observing in relation to learning speaking), but we could use it while learning English as well. Watching, or in this case rather listening, to films in English and listening with the help of audio-description can help to achieve a certain 'feel for the language', which can be a benefit due to the phonetic differences in the Czech and English languages. Another important part of mastering English is pronunciation, which can bring better result and can simplify the process of learning the right way of pronunciation, which at the same time helps with communication and possibly avoiding misunderstanding.

3.4 Learning writing and reading with film

Writing is important part of language skills that comes along with reading. Many people believe, that the one who reads is better in writing and vice versa. Supposedly, writing is more complicated than speaking for several reasons. Byrne (1991) believes, that unlike

speaking, writing is usually done individually, i.e. there is no room for immediate feedback or correction in that case is information misunderstood. Possible mistakes in the speech can be easily explained or figured out from the context of the conversation. It is also important to mention that spoken conversation is more natural because it does not have any exact structure. Unlike the written form, where it is important to be able to organize ideas and give the text certain structure, it needs to be practiced. (Arnold and Anderson, 2016).

Masito and Suprijadi (2015) together with Ioannou, Pavlou (2003) agrees on a fact, that the skill of writing must go through a process of practice, as they consider it to be the most difficult language skill. It is so problematic because it is difficult for many people to verbally express their feelings and communicate, let alone put their thoughts on paper, especially in academic writings (Harmer, 2004). Some would believe that watching films has nothing to do with writing nor reading. This area seems to be yet unexplored, but it is convenient that we can also include reading while watching movies with subtitles. Spanou and Zafiri (2019) believe, it is somehow better to use different type of media than textbooks or coursebooks, because they claim they are not authentic.

Writing is complicated part of language learning, that needs to be practiced, if we want to consider it as well-managed, as it is not as natural as usual verbal conversation. Especially academic papers, which are incompatible for example with personal correspondence. It is important to be in touch with authentic material.

3.5 Watching films with or without subtitles

When we move onto reading in connection to learning English from watching films, Sobotka (2021) gives a recommendation onto watching films with subtitles. Just as Sobotka (2021) Plotnikova (2017) claims that subtitles might help developing grammar structures. According to Kanellopolou (2019), watching films with subtitles is very common and popular, because it simplifies and ensures comprehensibility. But more importantly, connection of visual aspect and subtitles help to unravel and connect words with feelings, so the viewer recognizes when and how to use a certain word. Surely, learners that are more experienced in the language will have no need to watch film with subtitles. The less experienced, to understand well, will need the subtitles therefore they can fully understand the dialogues and a plot.

As was mentioned, subtitles are a great tool, but not Czech or reverse subtitles (Sobotka, 2021). He believes, that using Czech subtitles automatically displaces English and of

course, you understand the film, unfortunately in Czech. English subtitles force individual to think in English. Probability of remembering words, phrases, idioms etc. is much higher if it is seen as well as read. However, in his opinion, watching soap operas or situation comedies is better than watching films, because of its simplicity of action together with the use and experience of common and everyday activities and conversations. Danan (1992) is incompatible with Sobotka's (2021) claim. According to him, reverse subtitles are the best choice for learning a foreign language, more effective. Nevertheless, Turkish study (Yüksel, Tanriverdi, 2009) did not reveal any considerable difference, they believe watching film is beneficial no matter the subtitles. Goldstein, Driver, and Thornbury (2015) believe watching with subtitles focuses our mind merely on improving reading and writing.

On the contrary, according to Speakingo.com watching films with English subtitles teaches us to read, because we stop paying attention to dialogues and become readers, which teaches us spelling. Speakingo.com offers a solution in the form of delaying the subtitles. That means we can get a chance to understand, and if we did not, two seconds later we can read the subtitles. Another option is to watch film twice. The first time, with subtitles, the second time without (speakingo.com).

According to authors subtitles as such are considered very beneficial, not only because they simplify understanding. The extent to which each viewer needs subtitles and how they perceive them is individual, dependent onto individuals' level of English. However, spekingo.com argues whether subtitles are not rather harmful than helpful. Supposedly, they separate us from the picture, and the viewer becomes only a reader. Chosen language of the subtitles puts authors in dispute. They disagree whether it is best to watch the subtitles translated into the native language, if it is more useful to turn on the original, in this case English ones, or if the language of the subtitles has any influence at all.

4 Current state of knowledge

It is important to consider the current state of knowledge in the topic related to Films in everyday live and learning with the focus on English. Research carried out and especially the conclusions are summarized in the following chapter.

A study investigated by Rodas, Galimberti and Sanchez (2020) qualitatively analysed whether the students of Santiago Campus consider it important and beneficial to participate in watching short films in English. With the help of survey, in which 96 students in their twenties participated, they proved that not only their pronunciation improved (42 %), but some of them (41 %) lost their insecurity to speak English in public. Most of them (84 %) consider it as a fun way, which they would use themselves. Some students mentioned that their reading, listening, and writing improved (11 %), only 2 % were not able to record any progress.

Azimah (2017) recommends using films to avoid monotonous learning and to heighten individual's interest. However, it is needed to consider, whether the film is appropriate to the level of their English. Watching movies is suitable not only for improving language skills but also for immersing students in the culture. 25 students of age 18-33 from different background through qualitative descriptive method showed, that engagingness into culture is considered one of the prerequisites for learning, which makes the language more attractive to learners.

Wang (2016) researched effects of watching feature films in English for Chinese students with sample of 131 respondents. For collecting the data questionnaire with a scale was used and the outcomes were almost unambiguous. On average 83 % of respondents agreed (and strongly agreed) on the fact that feature films improve not only their pronunciation, using vocabulary in different context, but also their understanding of "English life''. Watching a film helps ESL learners introduce themselves into context of language as well as to improve pronunciation. Halawa, Sihombing and Nasution (2022) through pre-test and post-test with score-scale on 30 students proved that watching a movie can improve speaking skills, they were able to express their thoughts orally to others much better. Counting on percentage, their results were about 37 % better.

Westergren (2011) studied whether a statement *"I learn loads of vocabulary merely by watching films"* is true. He took a sample of 26 Swedish students and investigated through questionnaire and vocabulary test, whether the students gained new vocabulary after watching one film. The study showed that after one film there is merely any gain of new vocabulary.

In conclusion, researchers agree on possibility to learn or improve English skills through watching films. It is not only a question of improving skills as pronunciation, speaking, reading or listening. Other benefits are also watching a film as a hobby, which seems to be value added. Infiltrating yourself to "English speaking society" and losing insecurity to use English is very beneficial and necessary in life to communicate. Hoping that after one film ESL learner will master English language is rather utopic. It is obvious, that the group of respondents and their conditions will affect the result. A study is likely to have different results if its respondents are completely different groups of people. Students who have had the opportunity to study English in the US are likely to answer differently than students who have never been to English-speaking country or have not spoken to native English-speaker. It is also a question of age, interest, and many other aspects. Everyone has different preferences, and no one can learn same thing same way. It also comes together with learning preferences.

PRACTICAL PART

5 Research

Watching films is popular hobby amongst all generations. *Fire is a good servant but a bad master.* This saying can be used for a variety of situations and habits, as well as for watching films. For many people, it can be issue of procrastination and binge-watching. But in a fair amount, is very useful and beneficial (Sobotka, 2021). Malik and Gour (2018) and Sobotka (2021) claim, that students arrive universities with many language imperfections, such as poor vocabulary. A study from West Bengal shows that films with subtitles are more attractive than films without, for ESL learners, especially with younger generations. They found out, they are motivated by their interest into Hollywood films, and indirectly motivated to learn unknown words. Therefore, we chose grammar school students, concretely students of Gymnázium Valašské Klobouky, to participate in our questionnaire. The reason is the fact, that they are likely to study universities after their graduation at grammar school, and they are members of younger generation. Amongst those film watching is very popular and easily accessible.

5.1 Aims

The main aim of the second, practical part is to find out, whether ESL learners use films as a learning tool, whether the research shows it works and whether they notice improvement of their English skills. The minor aim is to evaluate, what benefits they observe (speaking, vocabulary, pronunciation, etc.) and what motivates them to learn English.

5.2 Methodology

For this bachelor thesis, we decided to use quantitative research. Quantitative research is performed through a questionnaire with both open-ended and close-ended questions. Bhandari (2021, p.2) defines a questionnaire as *"a list of questions or items used to gather data from respondents about their attitudes, experiences, or opinions."* This bachelor thesis is in English and specializes on English language, in questionnaire, we used Czech language for better understanding. We also believe, it is better for the participants to use Czech for better understanding and easier verbalization about the problematics. As Skutil (2011) and Sádecká

(2015) recommend, questionnaire has its essentials consisting of three following parts. Introduction, which brings the respondent information about the purpose of their answering and desired findings, brief instruction about completing the answers right, and informs respondents about anonymity of research. Another part are questions. Questions should start with filling information about gender and age, following with questions related to investigated topic. The questionnaire should be structured for the participants to understand the relationship between the questions (Sádecká, 2015). Our questionnaire consists of ten questions, seven close-ended and three open-ended.

I contacted the principal of chosen grammar school via e-mail, whether is it possible to do a research and use students as participants. I also contacted my former English teacher via e-mail. Both agreed and allowed me to send them the questions. The questionnaire was made on the internet webpage survio.com, so I sent them the hyperlink. The teacher asked students to answer the questions and sent them the hyperlink, so they could participate on the research online on their smart devices.

Form of survio.com questionnaire was chosen because it is manageable to collect all the data easily and it was not possible to get into direct contact. The disadvantage of internet survey on the other hand is that it is trickier to make the participants fulfil the questionnaire.

The answers were processed and re-created into graphs for better visualization and clarity in Microsoft Excel, then analysed and described to get clearer understanding and results of the research. Some numbers are recalculated from numerical value to percentage value.

5.3 Participants

As respondents, I chose students at grammar school Gymnázium Valašské Klobouky, my former grammar school, because of the contact with the teachers, so it would be easy to sort out any possible misunderstanding. There are about 160 students in total, and 64 from 1.-3. grade took a part in this research.

5.3.1 Gymnázium Valašské Klobouky

The school Gymnázium Valašské Klobouky was chosen for my bachelor's thesis, therefore it is important to introduce it more into detail. As stated before, (see 5.3 Participants)

Gymnázium Valašské Klobouky is a grammar school I studied myself before studying at University of Palacký in Olomouc and I have a lot of nice memories and friends from there.

The town Valašské Klobouky is situated in Zlín region, Wallachia. It is characteristic for its many traditions and customs. Gymnázium Valašské Klobouky claims itself, that they are school with tradition. It was founded in 1949, but the history of the building goes back a year. The only major at this school is four-year grammar school. Previously, there was also an eight-year grammar school and business academy, which were cancelled in 2015. There are eight classes in total, with around 30 students in each class. Todays' headmaster is RNDr. Eva Cepková, which allowed me to do the research there (valasskeklobouky.cz, gymnazium-vk.cz, Kubánek, 1999).

This school offers general education as a preparation for university studies. During the school year, many events and trips are organized, such as skiing courses, courses of landscape painting, artistic sightseeing tours, exchange stays with German grammar school Isny near Lake Constance. Third grade students with the help of school organize student ball, dance education courses are also held there. The school premises are renovated and provide pleasant environment for students and teachers, part of it is a modern sports hall (valasskeklobouky.cz, gymnazium-vk.cz).

5.4   Questions and results

Following questionnaire consisted of ten questions, which are going to be described, introduced, and analysed more into detail. Outcomes of the questions will be compared with findings from current state of knowledge from chapter 4 (p. 22-23).

5.4.1   Question 1 and Question 2

      The first question is about gender, more precisely, whether the respondent is a man or a woman. Question number 2 is focused on age. These two questions were compiled into Figure 1. Since grammar school students are regularly students in age from 15 to 20, the three options were *15-17* years old, *18-20* years old, *20 and more* years old. Option *20 and more* was added in case there are older students than usual, which in the end showed as unnecessary, as there were no respondents over their twenties.
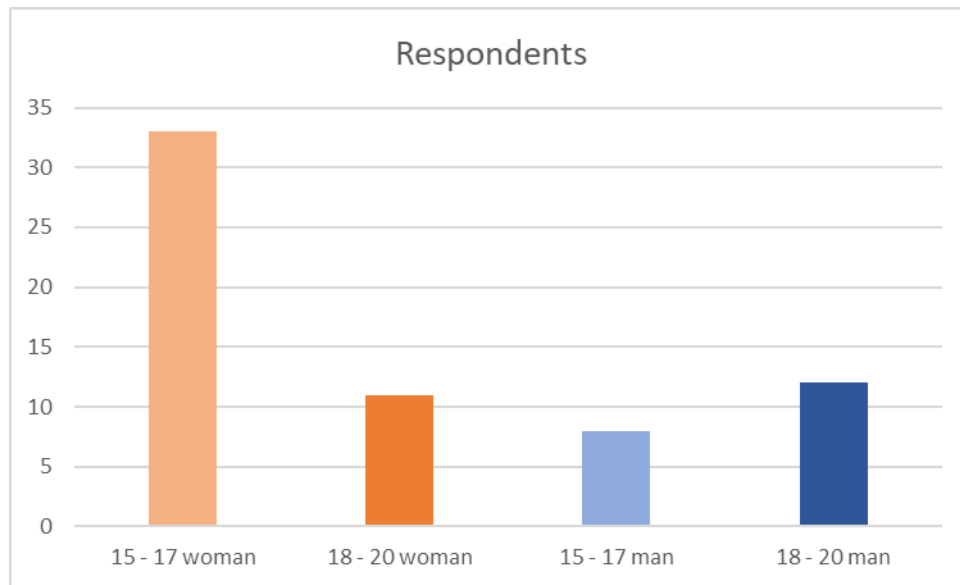

Figure 1 - Respondents

      In Figure 1, it is visible what participants of what age took a part in this research. In total, there were more women than men, more precisely 44 women and 20 men. It is impossible to assume why is the sample that uneven, because the author of this thesis did not come to a direct contact with students, was not present at filling the questionnaire, and has no information about representation of men and women in classes. Respondents were not segmented only in relation to a gender, but also to age as mentioned in the first paragraph (see 5.4.1 Question 1 and Question 2). In total 33 women of age 15-17 and 11 women of age 18-20 participated. There were 8 representatives of men respondents in age group 15-17 and 12 men of age 18-20. Each group of respondents is labelled with different colour for better demonstration. Because the sample of women and men respondents is too much uneven, there will be no great value to the gender given.

5.4.2 Question 3

With question number 3 we were trying to find out, whether respondents watch films or soap operas in English. The question was answered with the *Yes – No* option. From what we see in graph below (see Figure 2), most of grammar school students from Gymnázium Valašské Klobouky watch films in English.
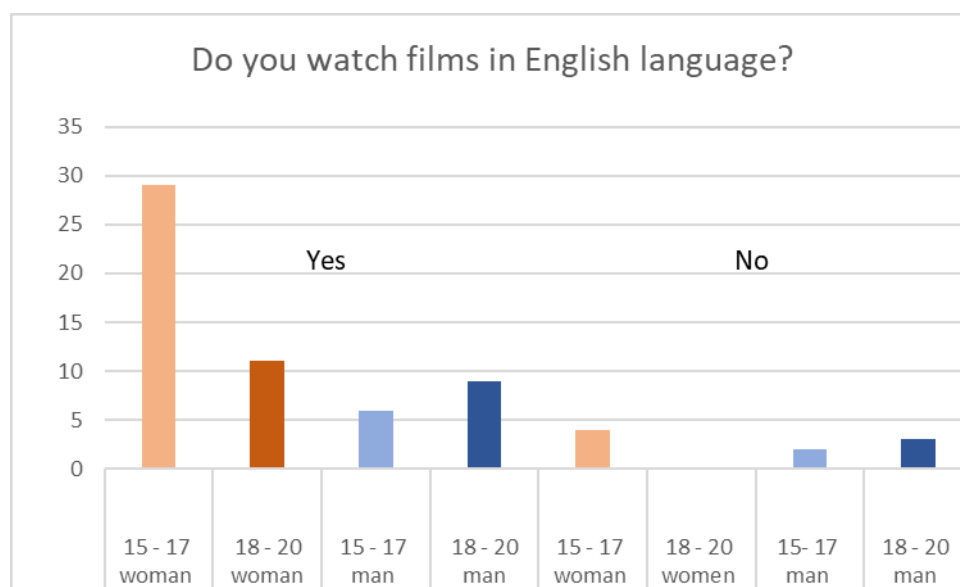

Do you watch films in English language?

Figure 2 - Do you watch films in English?

In total, 55 (86 %) respondents watch films in English and only 9 respondents (14 %) do not watch films in English. We could assume that most of students are interested in watching films, but whether it is to learn English or as a matter of entertainment, will be discussed and analysed in following questions (see Question 5). At the beginning of chapter 5 Research (see p.19) it was presumed, that chosen sample of respondents of this age is going to watch films in English, which showed as right presumption with most of students.

Respondents which answered *'No'* are not going to respond any other questions except Question 8 related to motivation, since they cannot answer following questions, for the reason they do not watch films in English. Their responds would be misleading and incompetent. The sample of respondents for following questions is 55 students.

5.4.3 Question 4

Following question investigates whether students use subtitles while watching films in English. The options were *Czech subtitles* because the students' mother tongue is Czech

language. Other options were *English subtitles*, *watching without subtitles*, *watching with Czech subtitles for the first time, then switching to English subtitles*, *then without subtitles* and the option *other*. Most of students watch with Czech subtitles.
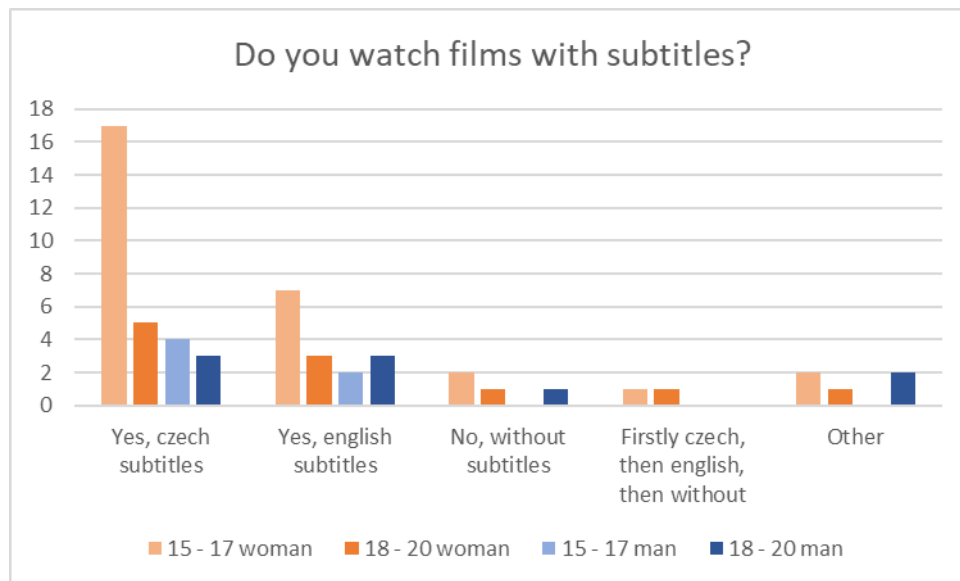

Figure 3 - Do you watch films with subtitles?

Figure 3 shows, that majority of respondents do use subtitles (precisely 51 of total 55). 29 (53 %) respondents use Czech subtitles, the highest numbers are visible mainly in age group 15-17 years old. The reason could be the fact, that younger respondents do not have such skills as older respondents with higher education, so they could have difficulties understanding context, plot or dialogues, or they simply do not like subtitles. 48 % of women of both age groups and 37 % of men of both age groups watch films with Czech subtitles. Another reason for watching with Czech subtitles could be simply a desire to understand more of the plot with no need to focus on English that much.

The second most chosen option was English subtitles, which are probably for advanced ESL learners. For what can be observed, 15 respondents (on average 24,5 % of each age group) use English subtitles. As stated before, it could be claimed that students using English subtitles are probably more experienced in the field of English language. The most apparent difference between the numbers makes group of women of age 15-17, the differences between usage of czech and english subtitles is not that significant in the rest of respondents.

Only 4 (0,07 %) respondents do not use subtitles, as they are probably able to understand without any difficulties. 2 (0,035 %) watch firstly in Czech, then English and then without subtitles. This method could hypothetically make students understand progressively, on the other hand, it is probably time consuming, supposedly boring for students to watch one

film three times over. Possibly, that is the reason why only two students prefer this procedure while watching film.

The last option '*Other*' were responses *'Sometimes I watch with Czech, sometimes with English.'* It could be a matter of preference, mood, whether there is an option to choose subtitles, what accent actors speak, whether they speak too fast or in proportion with viewers skills, etc.

5.4.4 Question 5

Question 5 *'Do you watch films with the intention to improve your English?'* was used because it is one of main aims of this bachelor thesis to find out. As stated before, whether they use this method intentionally or unintentionally.
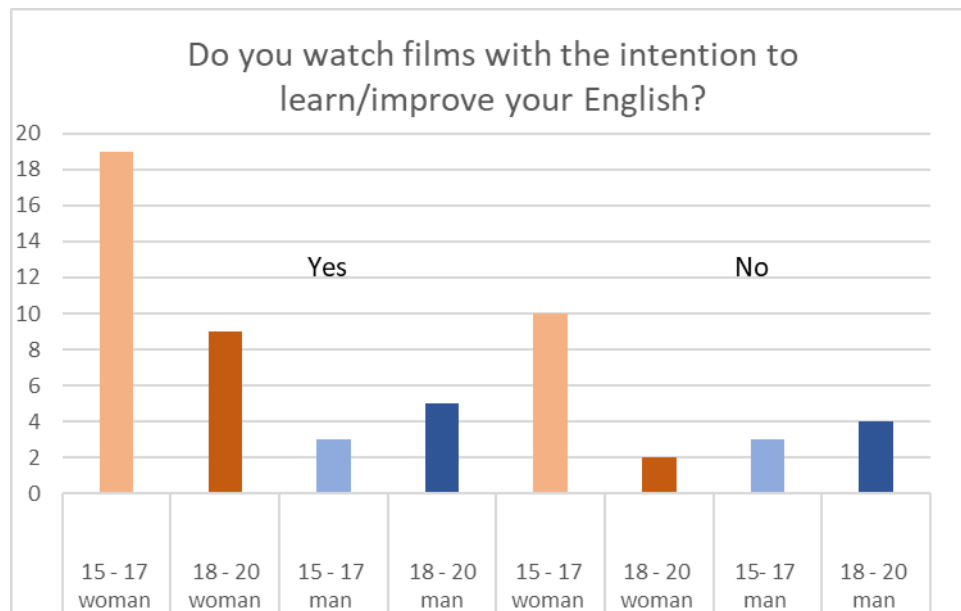
Figure 4 - Do you watch films with the intention to improve in English?

Questionnaire showed, 36 of 55 (65,5 %) respondents do watch films because they have the intention to improve and gain new English skills, which makes film intentional learning tool. The rest, 19 respondents (34,5 %), do not. That means, it cannot be clarified in general, whether it is incidental or intentional learning. Supposedly, it depends on every individual learner. The most significant differences are as in previous questions visible within women of both age groups. 19 women from age group of 15-17 years old and 9 women from 18-20 years old do want to learn from films intentionally, 10 respondents from age 15-17 years

old and 2 from age group 18-20 years old do not. One of the reasons of this could be plainly the fact, that percentage of women respondents is simply much higher (40 women and 15 men, that makes 73 % of women and 27 % of men) and that is why the differences are more diverse. Another possibility of investigated data can be women's higher interest in learning. Nevertheless, clear conclusion of this speculation cannot be proclaimed because no questions answering and explaining this matter were put. It is arguable, whether gender of respondents as such has an impact onto results of this research.

The results of men of both age groups from Gymnázium Valašské Klobouky are practically half, and half divided. 3 respondent of 15-17 men group watch films to improve, 3 do not. 5 respondents of 18-20 men group do watch to gain knowledge, 4 do not. From what we see in figure 4, the will to learn language seems to be more likely a matter of personal interest in leisure time or both. Concluding the answers to question 5, most of students try to learn from English films.

5.4.5   Question 6

Question 6 is related to previous question 5. Desired finding of this question was to investigate, what specifically are students trying to learn/improve, if they watch films in English with the intention of improving their skills through watching a film. Respondent could choose between five specific options (see Figure 5) and one option *other*, where they could insert anything that was not offered in options. They could choose more than one option. Respondents,
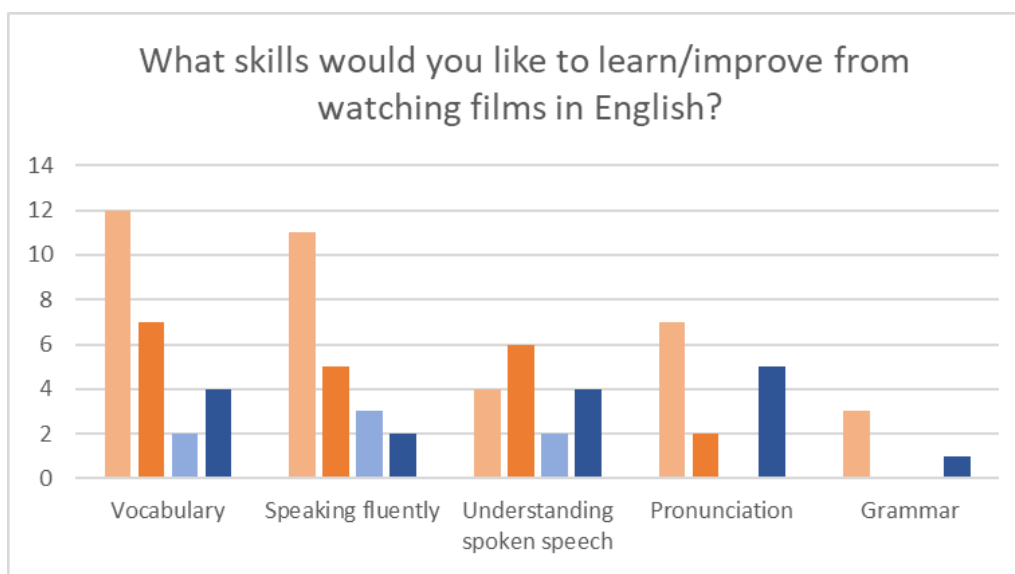

Figure 5- What skills would you like to improve from watching films in English?

who do not watch film with the intention to improve their language did not respond to this question.

Question number 5 had in total 80 responses from 36 respondents. Most chosen option was option *'Vocabulary'* (25, 25 %), that the answers had similar answers results as in Figure 5 (21, 16, 14 and 4). From what Figure 5 shows, it seems students are hoping to learn mostly because they would like to use their English in spoken language and dialogues. It is assumed, because all following options *vocabulary*, *speaking fluently*, *understanding spoken speech* and *pronunciation* are skills needed for good full-fledged conversation. The lowest number of respondents chose option grammar (4), which appears to be logical. Grammar at schools is seemingly taught a lot and a significant matter of time is given to grammar. Another reason could be the fact that feature films do not offer any grammatical explanation, so the students' probability to learn with any defined or explained grammar is nearly void. Learning grammar in a sense of knowing the usage from context, let us say, could be possible.

5.4.6   Question 7

Question 7 is primarily for respondents that do not watch films with the intention to improve their language skills and watch only as a source of entertainment. Respondents who watch films to improve their English did not answer. Students were supposed to describe their own experience, whether they recognize any improvement, and if yes, what improvement specifically. This question was open-ended. Received answers were divided into groups (see Figure 6).
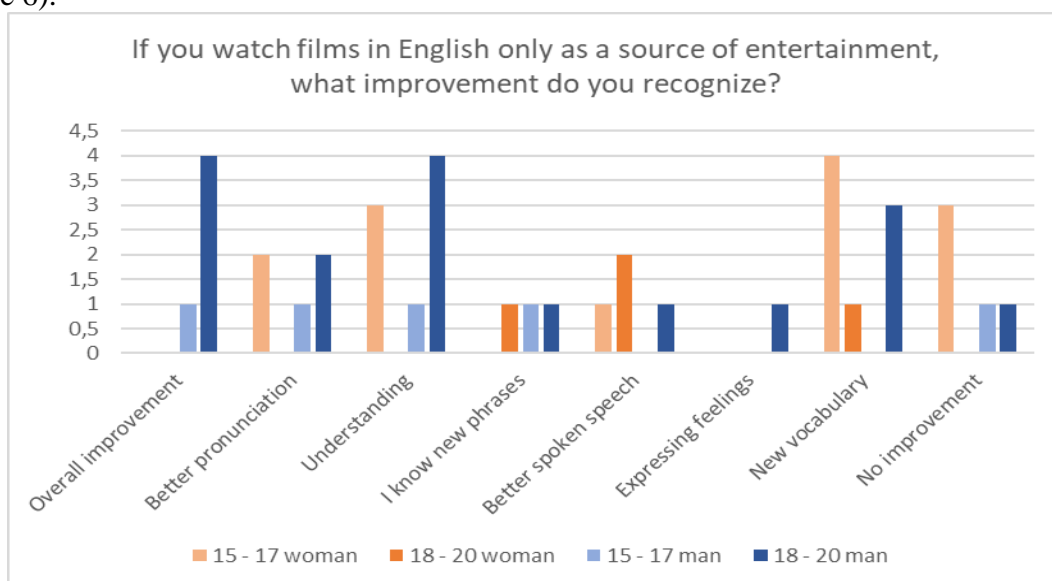

Figure 6 - If you watch films in English only as a source of entertainment, what improvement do you recognize?

From Figure 6 is evident that even students that do not watch films intentionally to learn English (19 respondents of this question with 39 responses), admit that they have gained new knowledge or at least had seen an improvement in their language skills. *'New vocabulary'* and *'Better understanding'* were the most common answers (both 8 responses). Some respondents (men of both age groups) mentioned '*Overall improvement'* and *'Better pronunciation'* (both 5 responses), as well as *'Better spoken speech'* (4). Respondents (3) also mentioned getting to know *new phrases* and 1 recalls better ability to *express feelings* and emotions. Only 2 respondents do not recall *any improvement* after watching films in English. Percentage rate shows that 99% of respondents have observed positive changes and only 1% did not recall any improvement. It is important to add, that those are respondents that do not expect or hope for any specific improvements and watch films only as a source of entertainment. While watching film, viewer could be compared to a sponge absorbing water – as water flows and gets into water, the same way new information (in this case e.g., vocabulary, new phrases, etc.) flow into human brain. Seemingly watching films helps to improve language skills, however from received answers it is not clearly known what specifically effects certain skills.

Westergren (2011) denied that vocabulary can be gained by watching one film. It is unknown, how many films have respondents of this research seen, but the outcome shows, that vocabulary is the most frequently answered question, which contradicts Westergren (2011).

5.4.7   Question 8

The next question is related to motivation, more precisely, what is respondents' motivation to learn English, what utilisation can be beneficial for them. Question 8 was open-ended; respondents were supposed to write down their own opinion and experiment.
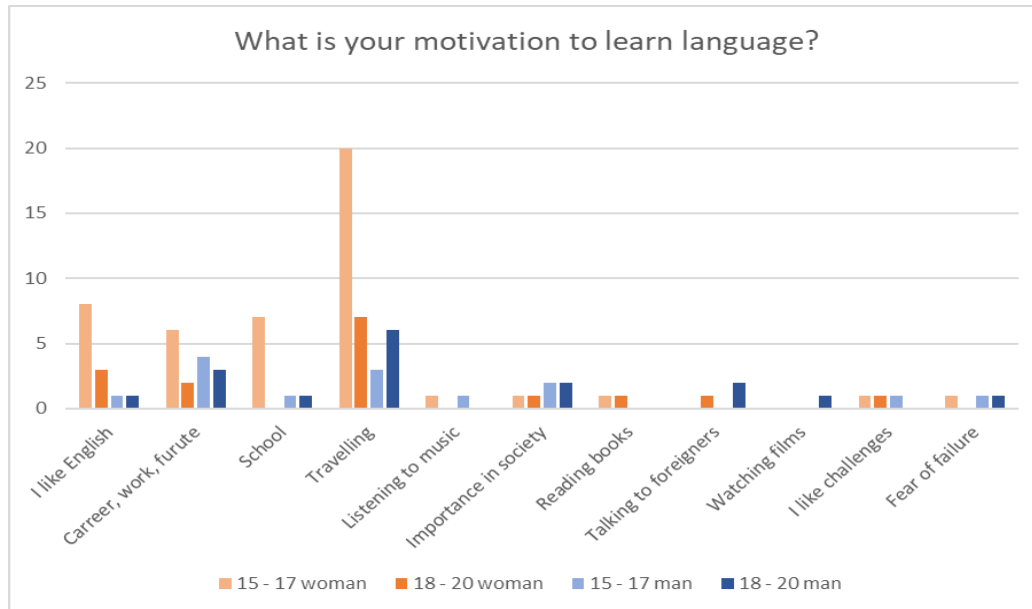
Figure 7 - What is your motivation to learn language?

Respondents' examples of motivation were divided into groups to be understandable. All 64 respondents of this questionnaire answered this question, responses were very diverse. For better demonstration, the examples of motivation were divided into groups. The most common answer was '*Travelling*' (a couple of students also mentioned studying abroad along with travelling), '*Future career, work*' (unspecified in what field they would like to achieve success or what profession they would like to become), and the fact that students *like English*. It is clear, that motivation towards learning English is most of the time a matter of priorities (career, school, work), hobbies and personal preferences (reading books, watching films, music, travelling), also personality (liking challenges, wanting to improve) of respondents. Only 3 students responded that their motivation is '*Fear of failure*' (along with the desire to earn good grades at school). From most of responses it was clear, that students are aware of their own responsibility, and they are trying to learn language because they perceive it as an important piece and necessity to future life, prerequisite for achieving their desired careers, dreams, coping in their hobbies, etc.

5.4.8 Question 9

Question 9 investigates with option *Yes, No* and *Other*, if respondents believe, they achieved improvement by watching film. The answers were mostly Yes, which could possibly confirm the assumption of this thesis. More details are visible in figure 8 and described further down below.
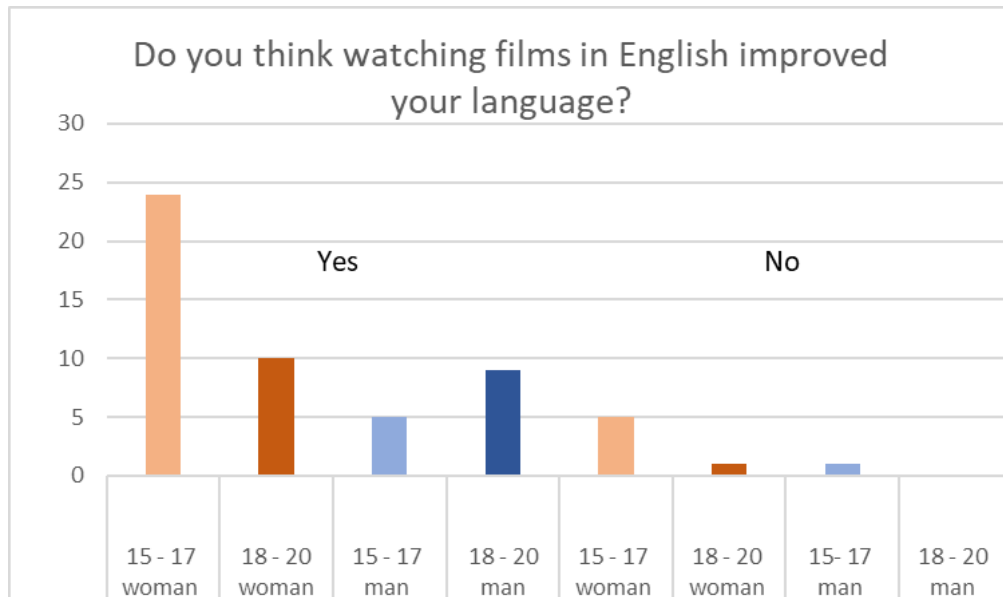
Figure 8 - Do you think watching films in English improved your language?

In total, 48 respondents with answer *'Yes'* claim, that watching films in English enhanced their English level. In percentage terms, that is 87 %. Dividing those respondents into groups, it makes 24 women 15-17 years old, 10 women 18-20 years old, 5 men 15-17 years old and 9 men 18-20 years old.

Only 7 students answered '*No'*. That means only 13% of respondents who watch films in English do not recall any improvement. Precisely, it was 5 women of age 15-17, 1 woman of age 18-20 and 1 men 15-17 years old. 5 of those respondents answered 'No' also on Question 5 (*Do you watch films with the intention to improve in English*?), which could mean, that if an individual does not concentrate on the language deeply, it does not bring any new skills. Perhaps, if there is no goal to improve given, no improvement can be achieved. However, 15 of 19 respondents that claimed they do not watch films in English to learn (Question 5) answered they improved regardless, which apparently disproves previous hypothesis. There are 3 respondents that claimed, they watch films to learn/improve in English, but do not recall any enhancement. The number of respondents who chose option *'No'* is insignificant, in percentage terms only 1%.

From all the numbers visible in Figure 8, we believe it is possible to proclaim, that method of learning English through watching films can be considered as functional and might help with learning English. The presumption for learning this way is at least minor knowledge and skill in the language. All studies mentioned above in chapter 4 (see p. 22-23) except Westergren (2011) support the predication, that it is possible to learn by watching films. Responds from this research question confirm their theories.

5.4.9 Question 10

The last question gave the opportunity to respondents to describe and evaluate, in what features of language particularly do they register the improvement. They could write down as many options as possible. The answers could suggest that no matter whether individual aims at learning or not, the result are very similar. This question had similar responses as question number 7, where students without the intention to learn responded, whether they see any improvement. This question will be compared with question 6, where students denote their desired results from watching films in English.
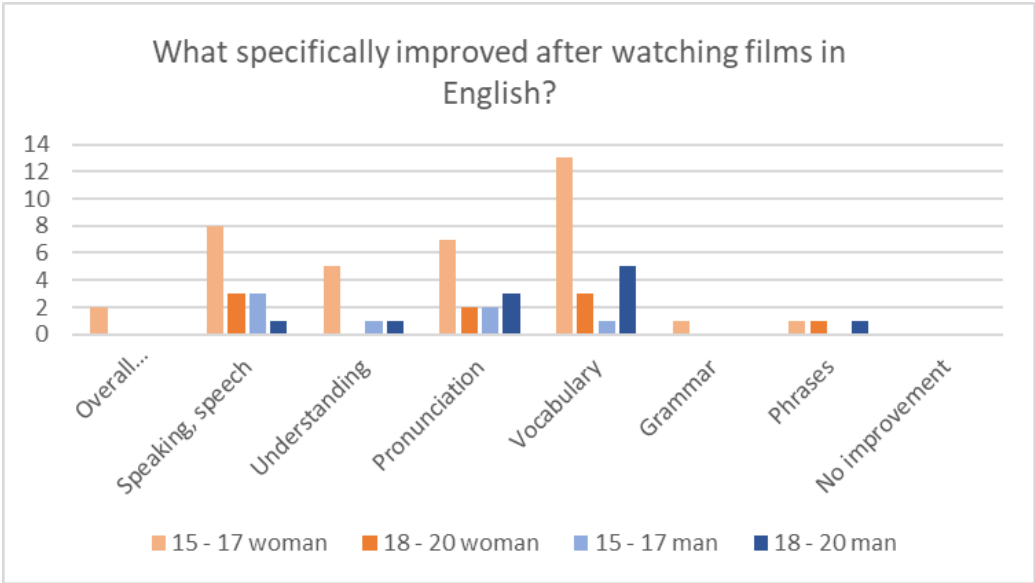
Figure 9 - What specifically improved after watching films in English?

There were 64 options from 46 respondents in total (2 respondents, that claimed their English improved thanks to watching films, did not specified any particular example of the field in which they improved).

22 respondents (46%) observe their *vocabulary* expanded. 15 (31%) have better *speaking* skill, some of them mentioned, they have lost their insecurities while talking, they are

sure in what situation what word is suitable to use, that speaking comes more naturally, they do not have to think so deeply. 'Pronunciation' was mentioned by 15 students (31%), which hypothetically confirms hypotheses in chapter 3.3 Learning speaking and pronunciation with films (see p. 14). 7 respondents achieved better *understanding* acquisition, 2 respondents recall *overall* improvement, 2 know new phrases and 1 respondent believes she is better in *grammar*.

These outcomes are comparable not only with study by Rodas, Galimberti and Sanchez (2020) and Wang (2016), because their studies showed improving merely in pronunciation, which is highly mentioned in this thesis' research as well. Halawa, Sihombing and Nasution (2022) achieved highest results in improvement of speaking skills.
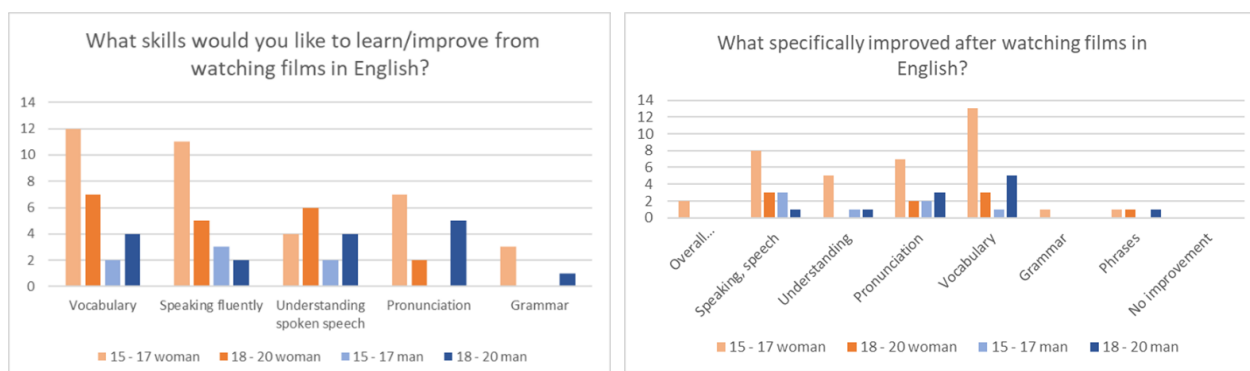
Comparison of Figure 5 and Figure 9

Now, responses of questions 6 and 10 will be compared (Figure 5 and 9). Most frequently, in Question 6, students mention, they would like to achieve vocabulary improvement, and according to Question 10, most frequently, they do. (In question 6, 25 respondents were hoping for vocabulary improvement. Question 10 shows 22 respondents achieving better vocabulary skills.) However, it is important to mention, that not even half (9)

respondents with goal to improve vocabulary truly see improvement in it. Very similar data are within the respondents that mentioned remaining options. This finding possibly means, that while watching the film, the viewer cannot influence what skill will be improved or cannot completely concentrate on one specific language acquisition.

Following paragraph is checking similarities between questions 7 and 10 (see Figure 6 and 9). Again, vocabulary is obviously the most upgraded skill, fields of improvement of 'unintentional watchers' are also similar, results are different in ranking.
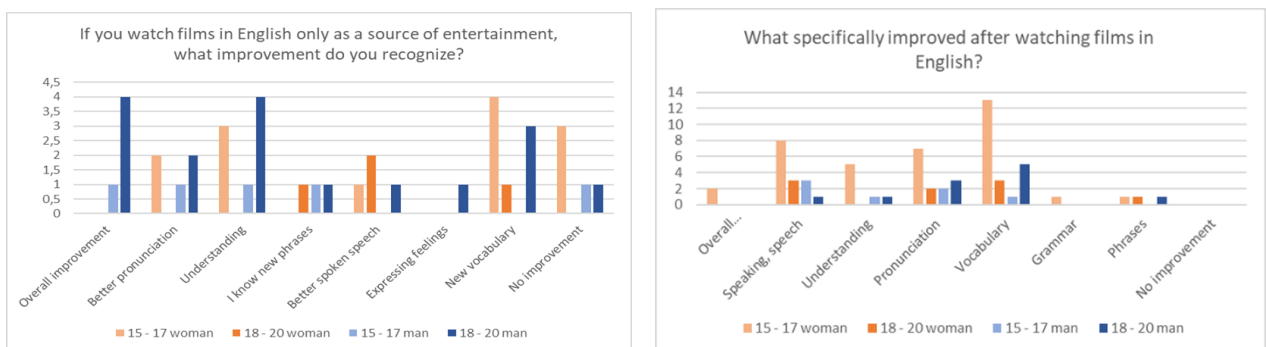
Comparison of Figure 6 and Figure 9

Overall, from gained results of question 10 and comparisons that were analysed, it is obvious that watching films in English improves language skills, which confirms one of main aims of this thesis.

To sum up, three most frequently mentioned skills and abilities acquired from watching films in English are most of all vocabulary, speaking and pronunciation. All of them conform the theoretical part, especially chapter 3 Learning through films (p. 12-16) where opinions of experts and scholars onto this problematic were summarized.

5.5   Summarizing the practical part

The main goal of this research and this practical part was to investigate, whether learners of English language use films to learn English, and whether this method works. The sample of altogether 64 men and women students of Gymnázium Valašské Klobouky of age from 15 to 20 years old showed, that most of students watch films to improve and within 99% of respondents this method shows as functional. Through students' responses it was possible to judge, that they have improved throughout the process of watching films in English. The most frequently mentioned language skills improved were vocabulary (35%), speaking skills (23%) and pronunciation (23%). The remaining 19% were following answers: better understanding, knowing new phrases, grammar, and overall improvement. These three most often mentioned features of language contribute to higher success in communication, which is very important for example while travelling. Travelling was the most popular and most frequently named as a source of motivation to learn language. Potential need to use English in students' careers, desire to get required job and further university studies were minor sources of motivation. The fact they like English as such plays an important role as well.

At the very beginning of the thesis, research assumptions were established. The result is as follows:

Research assumption A1: *At least 50% of respondents of Gymnázium Valašské Klobouky watch films in English to learn English language* can be confirmed, since 65% of respondents approved, that they watch films with the intention to learn English.

Research assumption A2*: Watching films in English helps to improve language skills by more than 50% of respondents* can be confirmed by our research. 99% of respondents approved, that watching films have helped their English language skills and that they see improvement in certain areas of language.

Conclusion

The main aim of this thesis was to find out and evaluate, whether students of Gymnázium Valašské Klobouky watch films in English and whether watching films in English language helps to ESL learners make progress in their English skills. Then, the focus was onto specific fields and areas of improvement in language.

The first part of this bachelor thesis was theoretical part consisting of four chapters. The first chapter was concentrated on learning, everyday life, and its definitions, what are desired goals of learning and motivation, mainly discussing intrinsic and eccentric. The second chapter describes intentional and incidental learning in relation to films and nowadays' options of learning on the internet. Third chapter brought insight into specific areas, skills of language which could be hypothetically improved through films and brought scientific thoughts. The fourth chapter concludes current state of knowledge, that means, what discoveries and findings were already investigated.

The second, practical part of the thesis, firstly introduces methodology of this work and introduces participants of this research and questionnaire. 64 students of Gymnázium Valašské Klobouky from first to third grade provided necessary answers.

The practical, more specifically empirical part presented outcomes of each of ten questions with help of graphs. Each question was analysed deeply and described into detail.

Research indicates that students or ESL learners watch films not only as a source of entertainment, but most of them use films as a learning tool because they want to improve their English skills. Research showed that motivation of most of students is travelling and career and that English language is well-liked which is respondents' another major driving engine to learn. The method of improving and achieving better language acquisition through watching films showed as functional and useful. The highest progress was recognized in vocabulary, speaking and pronunciation skills. In conclusion, we can claim that watching films in English is overall a great extracurricular method of learning the language.

However, this topic is worthy of further investigation with larger sample of respondents. Taking different schools, age groups of ESL learners into account, their life situations or professions, studies, etc. could potentially create a different outcome.

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List of abbreviations

e.g.   for example

ESL   English as a Second Language

et al.   and others

i.e.   that is

List of figures

Appendices

Appendix 1 – Questionnaire in Czech

Dobrý den,

věnujte prosím několik minut svého času vyplnění následujícího dotazníku. Tento dotazník je součástí praktické části mé bakalářské práce Filmy v běžném životě a jejich vliv na učení anglického jazyka na Gymnáziu Valašské Klobouky (Films in everyday life and learning with the focus on English on Gymnázium Valašské Klobouky). Cílem mé práce je zjistit, zda studenti používají filmy jako učební pomůcku a zda se sledováním filmů v angličtině učí novým jazykovým dovednostem, popř. jakým.

Jedná se o soubor 10 otázek, uzavřených i otevřených. U otázek s více možnostmi vyberte prosím pouze jednu odpověď, u otevřených otázek doplňte text podle vlastní zkušenosti a uvážení.

Děkuji za ochotu a Váš čas.

1. Jakého jste pohlaví?*

- Muž
- Žena

2. Kolik Vám je let?*

- 15-17
- 18-20
- přes 20

3. Sleduješ filmy (seriály) v anglickém jazyce?*

- Ano
- Ne

4. Sleduješ filmy s titulky?*

- Ano, české.

- Ano, anglické.
- Ne, sleduji bez titulků.
- Sleduji nejprve s českými, poté s anglickými, poté bez titulků.

- Jiná...

5. Sleduješ filmy vědomě za účelem zlepšení své angličtiny?

- Ano
- Ne

- Jiná...

6. Pokud ano, co konkrétně by ses chtěl/a naučit/zlepšit se?

- Slovní zásoba
- Výslovnost
- Porozumění mluvenému slovu
- Plynule mluvit
- Gramatika

- Jiná...

7. Pokud filmy v angličtině sleduješ pouze jako zábavu, pozoruješ u sebe i přesto nějaké zlepšení v jazyce? Pokud ano, v čem konkrétně?

Napište jedno nebo více slov.

8. Co je tvou motivací k učení angličtiny? (škola, cestování, strach z neúspěchu, angličtina tě baví...)*

Napište jedno nebo více slov.

9. Máš pocit, že ti sledování filmů pomohlo zlepšit se v anglickém jazyce?

- Ano

- Ne

- Jiná...

10. Pokud ano, v čem konkrétně? (Mluvení, výslovnost, nová slovní zásoba...)

Napište jedno nebo více slov.

Appendix 2 – Answers in Microsoft Excel

ID otázky	Žena x Mu	Věk	Sleduješ fil	Sleduješ filmy s ti	Sleduješ filmy vědom
32	Muž	15 - 17	Ano	Ano, české;	Ano
34	Muž	15 - 17	Ano	Ano, anglické	Ano
36	Muž	15 - 17	Ano	Ano, české	Ne
45	Muž	15 - 17	Ano	Ano, české	Ne
65	Muž	15 - 17	Ano	Ano, anglické	Ano
75	Muž	15 - 17	Ano	Ano, české	Ne
5	Muž	15 - 17	Ne		
25	Muž	15 - 17	Ne		
10	Žena	15 - 17	Ano	Ano, české	Ne
14	Žena	15 - 17	Ano	Ano, české	Ne
24	Žena	15 - 17	Ano	někdy české někd	Ano
26	Žena	15 - 17	Ano	Sleduji nejprve s	Ano
27	Žena	15 - 17	Ano	Ano, anglické	Ano
28	Žena	15 - 17	Ano	Ano, české	Ne
29	Žena	15 - 17	Ano	Ne, sleduji bez tit	Ne
30	Žena	15 - 17	Ano	Ano, české	Ano
31	Žena	15 - 17	Ano	Ano, české	Ne
33	Žena	15 - 17	Ano	Ano, české	Ne
35	Žena	15 - 17	Ano	Ano, anglické	Ano
37	Žena	15 - 17	Ano	Ano, české	Ano
39	Žena	15 - 17	Ano	Někdy sleduji s ar	Ano
42	Žena	15 - 17	Ano	Ano, české	Ne
43	Žena	15 - 17	Ano	Ano, české	Ano
44	Žena	15 - 17	Ano	Ano, české	Ano
46	Žena	15 - 17	Ano	Ano, české	Ano
52	Žena	15 - 17	Ano	Ano, české	Ano
53	Žena	15 - 17	Ano	Ano, české	Ne
55	Žena	15 - 17	Ano	Ano, anglické	Ano
56	Žena	15 - 17	Ano	Ano, anglické	Ano
58	Žena	15 - 17	Ano	Ano, české	Ano
59	Žena	15 - 17	Ano	Ano, anglické	Ano
60	Žena	15 - 17	Ano	Ano, anglické	Ano
69	Žena	15 - 17	Ano	Ano, české	Ne
71	Žena	15 - 17	Ano	Ano, české	Ano
73	Žena	15 - 17	Ano	Ano, anglické	Ano
77	Žena	15 - 17	Ano	Ne, sleduji bez tit	Ano
83	Žena	15 - 17	Ano	Ano, české	Ne
48	Žena	15 - 17	Ne		
57	Žena	15 - 17	Ne		
63	Žena	15 - 17	Ne		
76	Žena	15 - 17	Ne		
9	Muž	18 - 20	Ano	Ano, české	Ano
12	Muž	18 - 20	Ano	Ano, anglické	Ne
17	Muž	18 - 20	Ano	Ano, české	Ne
18	Muž	18 - 20	Ano	Někdy české, něk	Ano
19	Muž	18 - 20	Ano	Ano, anglické	Ano
66	Muž	18 - 20	Ano	Ne, sleduji bez tit	Ano
68	Muž	18 - 20	Ano	Ano, české	Ano
70	Muž	18 - 20	Ano	Ano, anglické	Ne
81	Muž	18 - 20	Ano	někdy české, něk	Ne
51	Muž	18 - 20	Ne	Ne	
72	Muž	18 - 20	Ne	Ne	
79	Muž	18 - 20	Ne	Ne	
4	Žena	18 - 20	Ano	Sleduji nejprve s	Ano
6	Žena	18 - 20	Ano	Ne, sleduji bez tit	Ano
7	Žena	18 - 20	Ano	Nekdy s ceskymi,	Ano
8	Žena	18 - 20	Ano	Ano, české	Ne
13	Žena	18 - 20	Ano	Ano, české	Ano
16	Žena	18 - 20	Ano	Ano, české	Ne
21	Žena	18 - 20	Ano	Ano, české	Ano
50	Žena	18 - 20	Ano	Ano, anglické	Ano
64	Žena	18 - 20	Ano	Ano, anglické	Ano
78	Žena	18 - 20	Ano	Ano, anglické	Ano
82	Žena	18 - 20	Ano	Ano, české	Ano

Pokud ano, co konkrétně by ses chtěl/a naučit/zlepšit se?
Plynule mluvit
Slovní zásoba;Výslovnost;Porozumění mluvenému slovu;Plynule mluvit
Slovní zásoba;Porozumění mluvenému slovu;Plynule mluvit
Slovní zásoba;Výslovnost;Porozumění mluvenému slovu;Plynule mluvit;Gramatika
Plynule mluvit
Plynule mluvit
Plynule mluvit
Slovní zásoba;Plynule mluvit
Slovní zásoba;Výslovnost;Plynule mluvit
Slovní zásoba
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Výslovnost;Porozumění mluvenému slovu;Plynule mluvit
Slovní zásoba
Výslovnost;Plynule mluvit
Slovní zásoba
Plynule mluvit
Slovní zásoba;Výslovnost;Porozumění mluvenému slovu
Slovní zásoba;Výslovnost;Porozumění mluvenému slovu;Plynule mluvit;Gramatika

Pokud filmy v angličtině sleduješ pouze jako zábav
Ano, ve všem.
Ve výslovnosti
rozumím víc a znám víc fráze
Neuvědomuji si
mám lepší slovní zásobu, víc rozumím
Ne
Občas lépe rozumím co říkají
lepší slovní zásoba
Ne
Ano, výslovnost
Z filmů si pamatuji hodně nových slovíček
používání hovorové anglické konverzace, porozum
zapamatovávám si lépe nová slovíčka
Slovní zásoba
Ano, v lepším mluvení, dokážu lépe vyjádřit a pops

Výslovnost;Porozumění mluvenému slovu
Slovní zásoba;Výslovnost
Slovní zásoba;Výslovnost;Porozumění mluvenému slovu;Plynule mluvit
Slovní zásoba;Porozumění mluvenému slovu
Slovní zásoba;Gramatika
Slovní zásoba;Výslovnost;Porozumění mluvenému slovu
Slovní zásoba;Výslovnost;Porozumění mluvenému slovu;Plynule mluvit;Gramatika
Plynule mluvit
Slovní zásoba;Výslovnost;Porozumění mluvenému slovu;Plynule mluvit
Slovní zásoba
Porozumění mluvenému slovu;Plynule mluvit
Slovní zásoba;Porozumění mluvenému slovu;Plynule mluvitGramatika

Asi znám víc nových frází a slov
ano, v rozšiřování slovní zásoby
Ano, umím se líp vyjádřit, když mluvím anglicky
Ano, znám třeba více frází. Slovíčka která jsme ješt

Co je tvou motivací k učení angličtiny? (škola, cestování, strach z neúspěchu, angličtina tě baví...)	Máš pocit, že ti
Život	Ano
Angličtina mě baví, kariéra	Ano
Baví mě zlepšovat se	Ne
Škola, budoucí nutnost angličtinu použít	Ano
Cestování, práce v zahraničí.	Ano
cestování, hudba	Ano
Tím, že je aj celosvětovým jazykem, vždy se mi bude hodit. Takže asi motivace z cestování a uplatnitelnost	
strach z neúspěchu	
Angličtina vládne světu, bez ní se člověk snadno ztratí...	Ne
Cestování	Ano
cestování, škola	Ano
Škola a samozřejmě i vycestování do jiné země	Ano
Cestování	Ano
cestování	Ne
Cestování	Ano
Cestování, kariéra, angličtina mě baví	Ano
cestování	Ano
Cestování	Ano
Angličtina mě baví, chci ji umět, chci se ve většině států dorozumět.	Ano
cestování, škola, budoucí práce	Ne
Původně to bylo cestování, ale angličtina mě začala moc bavit.	Ano
angličtina mě baví	Ano
anglictina me bavi	Ano
Prostě a jednoduše bych chtěla mluvit anglicky,což mi jako motivace stačí.	Ano
Možnosti, které znalost angličtiny nabízí, ať už je to cestování nebo hledání práce...	Ano
skola	Ano
Cestování a strach z neúspěchu	Ano
Cestování, práce, je to pro mě základ	Ano
Cestování,	Ano
Cestování	Ne
cestování,škola	Ano
Angličtina mě baví	Ano
Mojí motivací je to, že mi jde sama od sebe a baví mě.	Ano
Nejvíce škola, chci mít dobré známky, ale angličtina mě i baví.	Ano
Angličtina se mi líbí, také je podle mě důležitá k budoucímu zaměstnání.	Ano
Cestování	Ano
PráceCestování	Ne
Škola	
Angličtina mě baví, škola, cestování	
Ráda štu, chtěla bych číst knihy i v angličtině, proto se snažím ve škole dávat pozor.	
cestování	
Bavil, cestováni	Ano
Světová rozšířenost angličtiny	Ano
Využitelnost v životě	Ano
Vylet do zahranici	Ano

baví mě mluvit s lidmi z jiných zemí online	Ano
Mám trochu strach z neúspěchu mezi ostatními, ale angličtinu se učím i kvůli tomu že chci mít dob	Ano
Cestování	Ano
Cestování a právě sledování filmů. (nemám rád dabing)	Ano
škola, cestování, budoucí zaměstnání	Ano
Je to univerzální jazyk	
Chtěl bych cestovat, rád se bavím s novými lidmi.	
cestování	
Cestování	Ano
Angličtina mě baví, motivuje mě i možnost cestování a budoucí příležitosti práce a studia v zahran	Ano
Anglictina me bavi, chci v budoucnosti hodne cestovat.	Ano
Jsem v hodinách nervózní, protože neumím moc mluvit, takže asi abych si byla jistější	Ano
Cestovaní, domluva	Ano
Cestovani	Ano
Chci se vzdělávat v různých jazycích.	Ano
Cestování	Ano
Cestování, baví mě to,	Ano
potřeba angličtiny ať už na výšku a nebo do života na cestování, náhodné potkávání lidí, čtení člár	Ne
cestování, všeobecná znalost, Aj se hodí všude	Ano

Pokud ano, v čem konkrétně? (Mluvení, výslovnost, nová slovní zásoba...)
Mluvení, porozumění
Výslovnost
Výslovnost
Slovní zásoba, plynulý rozhovor.
mluvení
Slovní zásoba, přirozenost projevu
Výslovnost, slovní zásoba, gramatika a porozumění
Pomohlo mi v tom, abych více mluvila ale i rozšíření slovní zásoby
Nová slovní zásoba
Mluvení
Ve všem
Porozumění
Mluvení
Mluvení a výslovnost. Ale tak celkově mi to moc pomohlo.
slovní zásoba, výslovnost
slovni zasoba 100%
slovní zásoba
různé fráze, které se používají, rychleji mi naskakuji slova při mluvení
vyslovnost
Slovní zásoba
Spíše slovní zásoba a porozumění textu
Nová slovní zásoba, lepší porozumění mluvenému slovu
mluvení výslovnost
Slovní zásoba, porozumění mluvenému slovu, zafixování si frází
Pomáhá mi to zapamatovat si slovní zásobu, když to slyším.
Znám hodně nových slov, myslím, že se tolik nestydím mluvit anglicky na veřejnosti.
Znám nová slovíčka, také mám lepší výslovnost.
Fráze, výslovnost
Výslovnost
Slovní zásoba
Slovní zásoba
mluveni, nemusím tolik přemýšlet při mluvení

porozumění mluvenému slovu
mám lepší výslovnost
Výslovnost a slovní zásoba, slangové slovíčka a fráze
slovní zásoba a fráze
nová slovní zásoba
Hovorová mluva
Výslovnost
Mluvení
Nová slovní zásoba
Výslovnost
lépe nacházím slova a mám větší slovní zásobu v dané oblasti
Slovní zásoba
Líp se vyjadřuju, takže mluvení
slovní spojení

Resumé

Tato bakalářská práce analyzuje, zda sledování filmů v angličtině napomáhá ke zlepšení anglického jazyka u studentů, kteří se učí angličtinu jako druhý jazyk na Gymnáziu ve Valašských Kloboukách. První, teoretická část se zabývá především motivací ke studiu, učením jako takovým a rozboru, jak konkrétně může sledování filmů pomoci rozvíjet dovednosti v jazyce. Je zde také krátce představeno již dříve zmíněné gymnázium, protože jeho studenti jsou předmětem zkoumání. Druhá, tedy praktická část, jako první představuje postup dotazníkového šetření, vzorek studentů a rozebírá jednotlivé otázky a odpovědi. Tato část si klade za cíl zjistit, zda studenti Gymnázia Valašské Klobouky využívají film jako učební pomůcku a jestli si všímají nově nabytých dovedností nebo zlepšení. Ze vzorku studentů bylo zjevné, že pohlaví ani věk není důležitým aspektem. Je to zřejmě otázkou zájmu a uvědomění si, že běžnou, pro mnoho lidí každodenní oddechovou aktivitou, je možné dostát lepších výsledků v anglickém jazyce.

Annotation

Jméno a příjmení:	Martina Fojtíková
Katedra:	Ústav cizích jazyků
Vedoucí práce:	Mgr. Jana Černá
Rok obhajoby:	2023

Název práce:	Filmy v běžném životě a jejich vliv na učení angličtiny na Gymnáziu Valašské Klobouky
Název v angličtině:	Films in everyday lives and learning with the focus on English at Gymnázium Valašské Klobouky
Anotace práce:	Tato bakalářská práce analyzuje, zda sledování filmů v angličtině napomáhá ke zlepšení anglického jazyka u studentů, kteří se učí angličtinu jako druhý jazyk na Gymnáziu ve Valašských Kloboukách. První, teoretická část se zabývá především motivací ke studiu, učením jako takovým a rozboru, jak konkrétně může sledování filmů pomoci rozvíjet dovednosti v jazyce. Je zde také krátce představeno již dříve zmíněné gymnázium, protože jeho studenti jsou předmětem zkoumání. Druhá, tedy praktická část, jako první představuje postup dotazníkového šetření, vzorek studentů a rozebírá jednotlivé otázky a odpovědi. Tato část si klade za cíl zjistit, zda studenti Gymnázia Valašské Klobouky využívají film jako učební pomůcku a jestli si všímají nově nabytých dovedností nebo zlepšení.
Klíčová slova:	Učení, motivace, anglický jazyk
Anotace v angličtině:	This bachelor's thesis analyzes whether watching films in English helps to improve the English language among students who learn English as a second language at Gymnázium Valašské Klobouky. The first, theoretical part deals primarily with motivation to study, learning as such and analysis of how specifically watching movies can help develop language skills. The previously mentioned Gymnázium is also briefly introduced here, as its students are the subject of investigation. The second, i.e. the practical part, is the first to present the procedure of the questionnaire survey, the sample of students and analyze the individual questions and answers. This part aims to find out if the students of Gymnázium Valašské Klobouky use the film as a learning tool and if they notice newly acquired skills or improvements.
Klíčová slova v angličtině:	learning, motivation, English language
Přílohy vázané v práci:	1.Výzkumný dotazník, 2. Tabulky odpovědí respondentů
Rozsah práce:	58
Jazyk práce:	Anglický