UNIVERZITA PALACKÉHO V OLOMOUCI

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Diplomová práce

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Using contemporary TV series in EFL lessons at lower secondary schools

Prohlašuji, že jsem závěrečnou práci vypracoval samostatně a použil jen uvedené prameny a literaturu.

V Olomouci 19. 6. 2022

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vlastnoruční podpis

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Abstract

The main aim of the thesis is to emphasize the suitability and usefulness of TV series in English lessons and to analyze a case study that was conducted in Bruntál school 3 among eighth graders and ninth graders. The case study in the practical part consists of experimental lessons, student questionnaires and interviews with teachers, and its consequent analysis. The attitude towards the use of TV series in ELT seems to be positive among both students and the interviewed teachers. Only one teacher stated to use TV series frequently. No considerable differences were found between the experimental groups and control groups when it comes to their satisfaction towards the lesson and their level of attention throughout.

Introduction

The knowledge of English is nowadays one of the essential skills that people learn at school. Due to its paramount importance, the teachers should not only consider their teaching methods but also take into account the students' motivation and use means and practices that would lead them to favor the subject and look forward to future lessons. When it comes to learning English, the majority of students do not have a chance to talk to native speakers or to practice English actively at home, however most of the students do have access to contemporary TV series that are very often available in the original English version. Even though not all students tend to watch TV series in English, it goes without saying that they have become an essential part of nowadays pop culture and there are not many students that do not watch any TV series at all. People are often exposed to audiovisual content since their early childhood and it carries on throughout their whole life. Even though audiovisual content is sometimes used in English lessons, it is hardly ever the most recent TV series that the students know and enjoy.

The theoretical part of this thesis deals with the theories connected to the use of video in ELT, the phenomenon of motivation and discusses the ways of using audiovisual aid in the classroom in more depth. The chapters connected to the use of audiovisual content are covering the possible educational purposes of video in ELT, phases of working with video, potential viewing techniques, advantages and disadvantages of using video and copyright laws connected to videos.

The practical part is in the form of a case study that was conducted in Bruntál school 3. This school was chosen according to the results of my bachelor thesis (Jelen, 2019) that dealt with the analysis of the popularity of the subject of English among Bruntál's fifth graders. According to these results, the school appeared to be an institution in which students seem to have a strikingly positive attitude towards English. The interviews with teachers also transpired that the overall organization of the school is making efforts in order to ensure that English lessons are a joyful experience for the learners (Jelen, 2019). Due to such conditions, Bruntál school 3 was an excellent choice for this research because use of video in ELT is rather a less traditional teaching technique. Since the teachers claimed to frequently include songs in English lessons and work on motivating

their students, there seemed to be a possibility they might be even open to trying TV series in their lessons.

When it comes to methodology, the conducted case study was based on a form of triangulation. The research consisted of experiment lessons, questionnaires for the students and interviews with teachers.

The three aforementioned methods used in the research were used to answer the following research questions:

1) Does incorporating sequences from TV series have a positive effect on Bruntál School 3 students' satisfaction with the lesson?
2) Does incorporating sequences from TV series have a positive effect on Bruntál School 3 students' attention during the lesson?
3) Does high frequency of watching TV series in English language correlate with higher popularity of English subject among students of Bruntál School 3?
4) What experience with the use of TV series in lessons do students of Bruntál School 3 have?
5) Do students from Bruntál School 3 favor the idea of the use of TV series in English lessons more than their teachers?

This diploma thesis therefore aims to emphasize the suitability and usefulness of TV series in English lessons and to show Bruntál school 3's students and teachers' disposition towards this phenomenon.

1 Theoretical part

1.1 Theories connected to the use of video

The use of video in lessons and the activities connected to it fit most prominently under the following methods– Communicative language teaching and humanistic approaches. These two approaches will be analyzed more in depth in the following chapter.

1.1.1 Communicative language teaching

It could be very broadly said that Communicative language teaching (CLT) is an approach that is relying more on the communicative aspect of the language rather than on its grammatical form. However, it is not that simple to define this concept, because many people see CLT differently. Larsen-Freeman (2000, p. 129) characterizes CLT activities by saying that "almost everything that is done is done with a communicative intent" (Larsen-Freeman, 2000, p. 129). Jeremy Harmer (2007, p. 69) states that CLT is something like "an extended family of different approaches" where only the main features remain the same and suggests that the main reason for communication in real life is an information gap that the speakers are trying to close (Harmer, 2007, p. 69). Larsen-Freeman (2000, p. 129) describes this information gap as a concept that exists in a scenario where two people are having a discussion whereas one of them knows something the other does not (Larsen-Freeman, 2000, p. 129). Li (2015, p. 172) claims that real-life communication is in a way a "circle of information gaps" since when one information gap is closed another is created (Li, 2015, p. 172). According to Harmer (2007, p. 69) such situations can be staged even in the classroom, when for example two students have different maps and one of them includes the location of the hospital, whereas the other one does not. In such a case communication is required in order to close this particular information gap (Harmer, 2007, p. 69). According to Larsen-Freeman (2000, p. 128) the general goal of the teacher in a classroom using CLT is to give students opportunities to communicate in the target language (Larsen-Freeman, 2000, p. 128).

Harmer (2007, p. 69-70) mentions that particular CLT activities take place somewhere on the so-called communication continuum whilst suggesting that

they are hardly ever exactly on either of the sides of this spectrum and are rather closer to one or another. These two extremes of the continuum are non-communicative and communicative activities:

Non-communicative activities:

When it comes to non-communicative activities, they lack any communicative desire, purpose, they are based on form rather than on content and are focused on one language item only. The teacher's role is very prominent and he/she intervenes whenever he/she deems it appropriate and there is materials control.

Communicative activities:

These activities are the exact opposite of non-communicative activities. There is an apparent communicative desire, purpose, they are based on content rather than on form and are focused on variety of language. When it comes to the teacher's role in non-communicative activities, he is rather a spectator that doesn't intervene and there is no materials control (Harmer, 2007, p. 69-70).

According to Jack C. Richards (2006, p. 27-31) there are two types of process-based methodologies that are focused on accomplishing the purpose of CLT. The first one is Content-based instruction (CBI) and the second one is Task-based instruction (TBI).

CBI is a methodology using content as the basis of all the activities that are carried out in the classroom and moreover content is also used to link all the skills that are necessary to master when learning a language. TBI is on the other hand a methodology that is based on working with the meaningful tasks. These tasks can be of two types – pedagogical tasks and real-world tasks. Pedagogical tasks are those that engage the students in interaction although these particular staged situations could be hardly ever found in the real world. The second type, real-world tasks offer a reflection of real-life situations allowing students to work with authentic materials (Richards, 2006, p. 27-31). There are six types of these authentic materials according to Jane Willis. Willis (1996, p. 149-154) mentions listing, ordering and sorting, comparing, problem solving, sharing personal experiences and creative tasks (projects). The author states that easy tasks can be made of just one of these types whereas more complex tasks can contain even

more than two of these types (for example problem solving can be accompanied by listing and comparing) (Willis, 1996, p. 149-154).

1.1.2 Humanistic approach

Another approach within which a video can be used as one of the possible activity sources for classroom use is Humanistic approach. According to Du (2012, p. 32), humanism psychological theory started to blend into educational field in the 1960s (Du, 2012, p. 32). However, Qin (2007, p. 60) suggests that the most significant influence of humanistic approach in the realm of second language pedagogy has come over the last two decades (Qin, 2007, p. 60). This approach is based on an idea that students who feel positive affection towards the target language and experience a low level of anxiety tend to acquire more knowledge than those who feel uninterested and stressed. This concept is agreed upon by many authors such as Jeremy Harmer or Scott Thornbury, who claims that "A very high degree of attention (called arousal) seems to correlate with improved recall" (Thornbury, 2002, p. 25). Humanists therefore aim to create an environment where the students feel safe and interested. Harmer (2007, p. 59) describes a humanist classroom as a place where "…learning a language is as much an issue of personal identity, self-knowledge, feelings and emotions as it is about language." (Harmer, 2007, p. 59) According to Qin (2007, p. 60-61), Humanistic approach is student-centred and the role of the teacher is rather of a facilitator whose main task is to focus on a positive affective state among students (Qin, 2007, p. 60-61). However, humanistic approach does not rely on the affective side only –humanistic language teachers only tend to supply the cognitive basis of the lessons with content that has a positively affective impact on the students and is helping them to not only learn the language itself but also lead to personal development (Arnold, 1998, p. 237).

A very important variable when it comes to humanistic approach is the so-called affective filter. The concept of this affective filter is well described by Stephen Krashen who elaborated on the Affective Filter Hypothesis that was originally presented by Dulay and Burt in 1977. Krashen describes affective filter as something that lies between the input and the considered intake. The level of affective filter is then determined by the level of stress and anxiety that the students subdue themselves to when acquiring new knowledge. When the

environment is positive for the learner, the level of the affective filter is low and it therefore does not stop the input from becoming the potential intake and the learner tends to learn more. When the trend is opposite and the students do not feel well in the classroom, the affective filter is high which causes them to achieve worse results in the learning process (Krashen, 1982, p. 31-32). Harmer (2007, p. 58-59) claims that in order to lower the affective filter of the students, the teacher should pay attention to criticize them only very seldom and try to open the doors for the improvement of their perception of themselves (Harmer, 2007, p. 58-59). Considering the use of video within the humanistic approach, it might represent quite a frequent activity. According to Panahpouri and Riasati (2022, p. 84), who conducted a research in to find out what humanistic methods are most frequent among41 Iranian teachers, the use of videos was the most frequent methodological approach when it comes to humanistic approaches (Panahpouri and Riasati, 2022, p. 84).

1.2 Motivation

When it comes to acquiring English language, motivation plays a role of prior importance. When motivated, people tend to achieve better results in almost any activity and a foreign language is no exception to this. Authors dealing with the issue of motivation generally divide this phenomenon into two main types – intrinsic motivation and extrinsic motivation.

1.2.1 Intrinsic Motivation

This type of motivation comes out of the person's own longings and desires. According to Hrabal (1989, p. 29), intrinsic motivation is present once the learners' learning aim is to acquire knowledge (Hrabal 1989, p. 29). Ryan and Deci (2000, p. 56-60) claim that the first mentions of extrinsic motivation appeared when the animals that were subjects of the studies tended to perform activities that were in no relation to any potential gains or pressures from the scientists and the reason for the activities was simply the inner drive of the subjects and the excitement they experienced when doing them. When not in bad condition, humans generally tend to be interested in doing certain activities and learning new things they consider useful or somehow important to their development even though they do not gain anything out of it in that specific moment except for the excitement. This type of inner motivation is crucial in order to achieve personal growth. However, intrinsic motivation is not always present. A significant issue connected to intrinsic motivation is that the perception of what is interesting and worth learning or working on varies among the whole population and people hardly tend to consider the same things to have the same level of importance and attraction. Due to this, intrinsic motivation is not always present at schools and even when it is, it usually tends to slowly decay throughout the years of studies due to the curricular content (Ryan and Deci, 2000, p. 56-60). Ryan and Deci are not the only authors dealing with the problem of the absence of intrinsic motivation at school. DeLong and Winter (2002, p. 163) suggest it is hardly possible to work with all the students the same way and achieve the same passion in all of them. Therefore, the teacher should try to find a way to integrate things that the students are passionate about to the curriculum interpretation in order to attain the best possible results (DeLong and Winter, 2002, p. 163). Ryan and Deci (2000, p. 59) also claim that positive feedback can have a beneficial

effect on intrinsic motivation of students whereas negative feedback causes the opposite (Ryan and Deci, 2000, p. 59).

Intrinsic motivation can be even negatively affected by extrinsic motivation. In earlier research conducted by Deci (1971, p. 110-115) the results suggest people can lose intrinsic motivation when they are motivated extrinsically. One of the experiments was set in collage newspaper where the students were supposed to write headlines. When it comes to experimental group, they were firstly offered money for this work whereas control group did not know about the possibility of getting money for it. The results show that when the students from experimental group were denied the income, their intrinsic motivation declined and their absences were higher and they worked slower than when it comes to control group (Deci, 1971, p. 110-115).

Even though people can easily lose intrinsic motivation, it is suggested by DeLong and Winter (2002, p. 163) that intrinsic motivation can bring significant results since when present, it tends to last in its bearers for a long time and can bring remarkable results because the students then do not study only because of the potential consequences of not doing it but rather for the sake of excitement (DeLong and Winter, 2002, p. 163).

1.2.2 Extrinsic motivation

As was stated before, intrinsic motivation is harder to attain and thus a different type of motivation is in many cases necessary to achieve intended results. According to Ryan and Deci (2000, p. 61-62), this type of motivation, based on the rewards, consequences, or other external pressures, is called extrinsic motivation. People, who are extrinsically motivated, tend to perform the specific actions for the sake of an external outcome (Ryan and Deci, 2000, p. 60-62). Legault (2016, p. 1) describes extrinsic motivation as a "performance of behavior that is fundamentally contingent upon the attainment of an outcome that is separable from the action itself" (Legault, 2016, p. 1). Examples of such motivation can be seen in every corner of our society, not excluding schools. The students frequently do not study solely because the specific material brings them joy but rather due to the consequences connected to the potential failure. Some might study because of a dream carrier or out of fear of the reaction of parents

towards their insufficient results. Ryan and Deci (2000, p. 60-62) mention four categories that the extrinsic motivation can be divided into:

External regulation

This category is connected to actions that people carry out merely because of a reward or out of fear of potential punishment.

Introjected regulation

In introjected regulation, the carried-out actions are caused because of the pressure the subjects are exposed to. In this type of extrinsic motivation, people do a certain activity in order to avoid the feeling of guilt or to raise or keep their self-esteem.

Identified regulation

People that commit themselves to do certain activities based on identified regulation not only do such activities based on external pressures but also understand the necessity of such steps for their further development.

Integrated regulation

This category of external motivation is the most autonomous one and the need to perform activities connected to it is based on the person's own values. There is still a perceptible difference between integrated regulation and intrinsic motivation since the acts are committed because of their potential importance for the future carrier or progress of the specific person and not because such actions would be a source of entertainment.

1.3 Teaching with the use of video

Jeremy Harmer (2007, p. 308) claims that the use of video can be beneficial for ELT because the students do not only hear people speaking, but they can also see them while doing so (Harmer, 2007, p. 308). Purva Chhabra (2012, p. 3) recommends the use of YouTube when working with videos and mentions the opportunity of choosing sequences from the movies that are appropriate for the particular level of the class. This way students can see people talking in casual everyday situations and listen to authentic examples of everyday English (Chhabra, 2012, p. 3). Harmer (2007, p. 308) states that the use of video can be very helpful, since the pupils can watch the gestures of the people on the screen as well as the way how intonation matches the facial expressions. In addition to this, video also shows people from different countries and environments and therefore enables students to really dive into a different culture (Harmer, 2007, p. 308). The possible use of video will be discussed in more detail in the following text.

1.4 Educational purposes of video

The following chapter deals with the use of audiovisual materials when it comes to improving the students' vocabulary, grammar, listening, writing and knowledge of various dialects of English labeled as "teaching world Englishes". Even though there are certainly more areas of the language that the use of video can have positive impact on, the following examples were chosen, because they offer specific ways of including video aid in English lessons.

1.4.1 Teaching vocabulary

Active vocabulary is crucial in order to use the language effectively and video can be a really powerful tool when presenting a new vocabulary to the students. Betül Bal-Gezegin (2014, p. 456) suggests that according to her research, the students tend to learn more vocabulary, when it is presented in a lesson with the use of video in comparison to just listening to audio record (Bal-Gezegin, 2014, p. 456). When it comes to choosing the right video, Jane King (2002, p. 7-9) claims that videos containing subtitles are better suited for vocabulary acquisition than the non-captioned videos. This happens due to the reason that the students can comprehend more easily what is going on in the movie since they see all the dialogues in real time in a text form. According to King, the students are also

more likely to recognize the particular words when acquainted with them this way. However, subtitles have also their downsides, because students very often tend to simply read the subtitles and not pay much attention to the audio (King, 2002, p. 7-9).

1.4.2 Teaching grammar

When it comes to using videos to convey grammatical content, the most important thing is to focus on choosing sequences that contain sentences with the particular grammatical phenomenon. Saeedi and Biri (2016, p. 19) tried this educational method with animated sitcoms. The study suggests that grammar should be taught in context and the students should not only learn it on its own, but rather see it as a part of the communicative process. This claim is based on the proposition that the grammar that is acquired by the students in class does not in the majority of instances accomplish a desired aim since the pupils lack the ability to use it in real life. According to the authors, this might happen even when the students know a significant amount of grammatical rules and structures (Saeedi and Biri, 2016, p. 19). The results of the authors' study that was focused on the use of animated sitcoms to teach conditional sentences showed that the use of these sitcoms can play a vital role in the grammar teaching process of the conditional sentences. The students from the "experimental group" that were exposed to the animated series showed better results than those, who followed the standard curriculum. Saeedi's and Biri's study also claim that these videos had positive effect on the motivation of students (Saeedi and Biri, 2016, p. 30-32).

A similar study was held by Alharbi (2020, p. 143-145), however this time it was focused not only on conditional sentences but also on question formulation, sentence structure, tenses, verb modals and irregular verbs. This study showed similar results, since the "experimental group" achieved better results than the "control group" (Alharbi, 2020, p. 143-145).

1.4.3 Teaching listening

Videos can be also very well used to improve the students' listening skills. The visual content offers learners a useful insight into what is happening in the scene and they can see the people while speaking, which makes it much more similar to the real life situations.

A similar research to the previously mentioned Bal-Gezegin's (2014, p. 456) was held by Weyers (1999, p. 339-347). Even though the used language was Spanish, this research shows how videos can supplement the language learning process. Weyers taught Spanish to two classes for several weeks. One of the classes was partly based on watching Spanish telenovela and the second one followed the standard curriculum. The study showed that the use of video can be really beneficial when learning a foreign language. The results suggest that the students from the "experimental group" made more significant progress when it comes to listening comprehension and were more confident when talking in comparison to the "control group" (Weyers, 1999, p. 339-347).

1.4.4 Teaching writing

Even though videos might seem like a hardly convenient source for activities focused on enriching students writing abilities, there is actually quite a high potential of using videos this way. Watkins and Wilkins (2011, p. 116-117) suggest two ways to use youtube videos to practice writing. The authors claim that watching videos while note-taking and summarizing are activities offering a valuable lesson since the students not only learn English this way but are also getting used to the skills essential for academic purposes. When considering what particular videos to choose Watkins and Wilkins recommend shows such as TED talks that are informative and of a reasonable length appropriate for EFL lessons at school. When finished with the summaries, students can check and discuss the differences with the model summary written by the teacher. Even though authors did not mention TV series for such activities, there is no reason to think they could not be used for such purposes. The only requirement would be to choose a well-suited sequence with informational value that the student's would be able to analyze. The previously mentioned authors also suggest an activity called "How-to writing". In "How-to writing", the teacher presents a well-chosen video to the students (length-wise and content-wise) and accompanies it with a step-by-step guide of what the sequence is about and with activities for the students that are linked to it. The students' task is then to find an appropriate video of similar complexity and length and produce a similar material (Watkins and Wilkins, 2011, p. 116-117).

Another possible use of videos for the purposes of enhancing writing skills of the students is presented by Mayora (2009, p. 4-6). The author suggests that writing comments to youtube videos might have positive influence to pupils' writing skills even though the possible length of the comments is limited by youtube to mere 500 symbols. The pros of implementing such activity is supposed to be mainly the real feel of it since the students are expressing their opinions about the specific videos and there is also a possibility for their comments to be seen by other users of youtube, which can further react to them. Such activities can be performed by individuals or by groups of students of similar opinions on specific videos. The students might even write draft versions before sharing the comments if they feel scared of making a mistake. The study also encourages teachers to creating their own youtube accounts that might bring even more significant connection with the students in this online space (Mayora, 2009, p. 4-8).

1.4.5 Teaching world Englishes

Apart from the basic skills connected to the comprehension of English language that are typically covered by the standard curriculum, the use of video in the classroom enables students to acquire understanding of different types of English. Since the late 19th and early 20th centuries, English started becoming lingua franca. This process started due to the expansion of British Empire connected with bringing its culture and language to all corners of the Earth and later on in time due to the boom of American culture that had a huge impact on the importance of English language worldwide. Nowadays people can communicate via English almost all over the world and the learners of English are likely to meet not only native speakers of either British or American accent. According to Matsuda (2003, p. 721), it is crucial for the students to encounter the different varieties of English in the classroom. The author mentions that otherwise there is a risk of the learners being confused when exposed to the non-native dialects of English (Matsuda, 2003, p. 721).

A similar point of view is shared by Watkins and Wilkins (2011, p. 117-118), who claim that when the students lack the exposure to non-native English, they are likely to be shocked when they realize the real-world English varies from the classroom English they were used to. Watkins and Wilkins suggest watching youtube clips that are either sequences from TV shows or videos focused on

covering certain well-known topics (9/11, World War 2..) that contain particular dialects. When it comes to TV shows, the authors advise this activity for rather experienced English learners. Apart from considering the students' level, the teacher should also prepare for this activity and bring a transcription of the spoken text, help the students with any potential unknown vocabulary and supply the pupils with comprehension questions. In the second part of the activity, the students can be asked to find their own videos and prepare similar activities. Speaking of the second type of activity, authors state, then working with well-known topics is more accessible even for EFL learners will less experience. The main idea of this activity lies in watching two videos containing the same content that is presented in different variations of English. The students' task is then to watch and transcribe the text while focusing on the aspects of how the two selected clips vary and what the potential similarities are (Watkins and Wilkins, 2011, p. 117-118). Even though a similar effect of improving the understanding of these varieties of English could be theoretically achieved by just listening to audio records, video tends to be more entertaining to the students and youtube simply seems to be a considerable source for the pre-mentioned activities.

1.5 Phases of working with video

When working with a video sequence, it is up to the teacher which way to do it. Hill (2000, p. 10) claims that generally the most effective approach is the three-phase approach:

Phase one – The teacher shows the video clip to the students for the first time. It is a question of the particular material and educational intentions whether any previewing activities should be included or not. The students are acquainted for the first time with the context of the video.

Phase two– The video is showed to the students for the second time. However, this time it is paused several times in order to highlight particular vocabulary and/or to give the students the time to complete the tasks connected to it.

Phase three – The video is played for the third time. The reason for this is to let the students review their answers to the task and to give the exercise some extra focus (Hill, 2000, p. 10).

A more recent study by Pisarenko (2017, p. 4-5) offers a similar concept when working with film in EFL classroom. The author divides the process of working with video into four stages as follows: Preliminary work, Perception, Control of understanding of the basic maintenance and Development of language skills and abilities of oral speech

1. Preliminary work – In the first stage it is suggested that the students are acquainted with the title of the movie and their task is to guess what is about to come – think of the potential characters, where the movie takes place and into what time it is set. It is important to highlight the phrases that are necessary for assumptions, so that the students can use them correctly. When it comes to the actual movie, the students should be acquainted with the new vocabulary and the author also mentions it should be shown again before the particular scenes where it is used. Pisarenko states that apart from the fact the new vocabulary helps the students to understand the movie, this vocabulary should also become their active vocabulary. The teacher should also focus on particular phrases and the information about the place where the movie is set to.

2. Perception – Before watching the particular sections of the movie, it is suggested that the video is paused and the students are introduced to the questions that are supposed to be answered afterwards.

3. Control of understanding of the basic maintenance–This stage starts by the students answering the previously mentioned questions and after doing so they are given some extra tasks.

Pisarenko (2017, p. 5) suggests to start with these and potentially form some more:

"*Choose the right answer from the offered ones.*
Arrange the phrases according to the film plot.
Break the film into logic parts and choose a heading for each of them of the
offered ones. Associate the following statements (remarks) with the film heroes.
Associate the following events with a place of action.
Name participants of the following dialogues.
Choose one correct variant of the phrase continuation"

4. Development of language skills and abilities of oral speech -

In the last stage, Pisarenko suggests the teacher should lead the students to start a discussion about the movie and bring tasks to motivate them to speak more. In these tasks the students can discuss the storyline, characters' appearance, the place where the movie was set to, the students' personal opinions, impressions and many more (Pisarenko, 2017, p. 4-5).

1.6 Viewing Techniques

There are many ways of possible use of videos in ELT classroom. The convenience of further work with the video is suggested for example by Cakir (2006, p. 69-70), who suggests several techniques connected to the use of video in classroom. In addition to dubbing activity that will be discussed in the following chapter labeled "Special viewing techniques" Cakir mentions these:

Active viewing

When active viewing, students have to actively work during the screening and write down answers to the questions connected to the video. These questions are answered orally by them after the video is played.

Reproduction activity

After watching a sequence, students are asked to interpret the content of the video. Except for practicing English, the students can also exercise their memory this way.

Repetition and role-play

This technique is based on playing short sequences from the video and repeating them afterwards either one by one or by the whole class together. When the students are well acquainted with the video clip, they can try to portray the characters themselves or even slightly adjust the storyline as they see fit if they feel confident enough to do so.

Follow-up activity

When done watching the video, it is recommended to work further with the content of the sequence (Cakir, 2006, p. 69-70). A similar concept was already mentioned in Pisarenko's (2017, p. 4-5) third and fourth stages where the students are encouraged to answer questions connected to the video and work with it more (Pisarenko, 2017, p. 4-5).

1.6.1 Special viewing techniques:

Apart from more conventional casual watching of a selected sequence and a further work connected to it there are other ways to use video in the classroom. Harmer (2007, p. 309) mentions several viewing and listening techniques that are designed to rise the students' curiosity.

Fast forward

The first viewing technique mentioned by Harmer (2007, p. 309) is the fast forward technique. The video is presented in the fast forward mode – the students see the video faster and without sound. Their task then is about guessing what it was about, who are the individual characters and describing their conversation (Harmer, 2007, p, 309).

Silent viewing (for language)

Harmer (2007, p. 309) presents silent viewing as a technique where the speed of the video remains unchanged, however it is still silent just like in fast forward technique. The students' task is to guess what the people in the clip talked about. When this task is done, the teacher shows the video once again and reveals whether they guessed it right (Harmer, 2007, p.309). In addition to Harmer, there is a study by Shahani and Tahriri (2015) focused especially on this particular technique and the freeze frame technique that is also mentioned by Harmer (2007, p. 309) and its impact on student's listening comprehension. Shahani a Tahriri (2015, p. 2-5) describe this technique the same way as Harmer (2007, p. 309) and the results of their research suggest the potential positive effect it might have on the students. In their research, 45 Iranian EFL students ranging from 16 to 18 years old were divided into 3 groups – two experimental groups focused either on silent viewing or freeze frame technique and one control group where the students were taught without the use of video. After ten sessions all the students were tested and the best progress was among those, who were in the silent viewing group (Shahani and Tahriri, 2015, p. 2-5).

Silent viewing (for music)

Apart from the silent viewing mentioned above, Harmer (2007, p. 309) also presents quite a remarkable technique focused on music rather than on the language itself. Students are shown a video without sound and their task is to imagine what music might fit well with the video clip. After watching it with sound afterwards, students discuss with the teacher whether the music they had in mind was similar to what is originally present in the chosen video when it comes to the mood that the music portrayed (Harmer, 2007, p, 309).

Freeze frame

Another technique mentioned by Harmer (2007, p, 309) is Freeze frame. Shahani and Tahriri (2015, p. 2) describe it in a sense that after watching a part of the video clip, the teacher stops the sequence in order to let the pupils guess how the video will proceed (Shahani and Tahriri, 2015, p. 2). Harmer (2007, p, 309) also mentions that the teacher can possibly let the students guess what might be said by which characters in the following seconds (Harmer, 2007, p, 309).

Partial viewing

Harmer (2007, p. 309) describes that the concept of this technique is based on not allowing students to see the full screen of the video. This happens due to the fact that the majority of the screen is covered by pieces of card. The students´ view might be even changing gradually when the teacher slowly uncovers the pieces of card to not give the students access to all the visual information straight away from the start and therefore letting them to guess what is happening on the screen. Students can again check whether their expectations and guesses were correct after seeing the full picture.

Another type of partial viewing is when the teacher divides the whole classroom into two halves and lets each half to see only one part of the screen. The task of the students is then to guess what images could be seen on the other half of the screen, on the one that they were denied access to. (Harmer, 2007, p. 309)

In addition to Harmer, Cakir (2006, p. 69-70) suggests the following technique that is of a special sort:

Dubbing activity

The sequence is played with the sound turned off similarly as in pre-mentioned silent method with the only difference that this time the students' task is to make up sentences in real time for the chosen characters. However, this activity requires quite an advanced level of English language proficiency. (Cakir, 2006, p. 69-70)

1.6.2 Listening (and mixed) techniques:

Apart from the pre-mentioned special techniques, Harmer (2007, p. 309) mentions even a few techniques in which a video is used slightly differently:

Pictureless listening (language)

Apart from Harmer (2007, p. 309), this technique is also mentioned by a recent study from Qomaria and Zaim (2021, p. 120) that describes it as a technique where the students have access only to the audio track of the selected video sequence. Their task is then to guess what would be seen in the video. Harmer (2007, p. 309) further describes the potential tasks for students in more detail suggesting they might guess where the conversation takes place, who the presented characters are and possibly even guessing their age (Harmer, 2007, p. 309).

Harmer (2007, p. 309) also mentions two other types of pictureless listening:

Pictureless listening (music)

When the teacher chooses a scene where the audio track contains distinctive music, the students can be asked to depict the scene that the particular music is accompanying.

Pictureless listening (sound effects)

The students are being acquainted with a scene containing sound effects without any spoken language. According to the sounds they hear, the students' task is to guess the story behind those sounds (Harmer, 2007, p. 309).

The last two types of listening (and mixed) techniques by Harmer (2007, p. 309) are:

Picture of speech

The classroom is divided into two halves whereas only one of them can see the screen. This group's task is to analyze what is happening on the screen and relay the information to the second half of the classroom, who are turned away from the screen. Harmer labels this technique as "an effective way of mixing reception and production in spoken English".

Subtitles

Harmer himself mentions two ways of using subtitles. The first one is muting the video and letting students only see the conversation with the subtitles "on" in their first language. Each time the subtitle appears on the screen, the video is stopped by the teacher and the students' task is to think of the corresponding original English version. The second option mentioned by Harmer is to do it the other way around and let the students think of what the L1 subtitles should be after hearing the original version. After the subtitles are put back "on", the students can check how similar their guesses their guesses were to the original subtitles. Apart from these two ways of using subtitles, Harmer also mentions John Field's idea of using subtitles as a support for understanding the video for the students who lack the ability to understand the fluent speech yet (Harmer, 2007, p. 309).

1.7 Advantages and disadvantages of using video in EFL

Advantages

As was mentioned before, watching videos in the classroom can be not only entertaining, there are many ways to use audiovisual content effectively in the English lessons such as using videos to teach students vocabulary, improve their listening skills, writing, grammar and to help them orientate in world Englishes. However, that is hardly all the pros of the use of video clips. According to Berk (2009, p. 2), there are twenty potential outcomes of working with video in English classroom. Berk mentions that video can attract attention of the students, make them concentrated and interested (Berk, 2009, p. 2). A similar point of view is shared by Ismaili (2013, p. 128), whose research claims that the lessons containing the use of movies are more prone to interested students, who are paying attention to the lesson's content than the lessons focused on reading (Merita Ismaili, 2013, p. 128).

Berk (2009, p. 2) also claims that the use of videos might fill the students with energy or make them feel more relaxed for the upcoming exercises, they might anticipate what is the potential progression and the videos can fill their heads with imagination. Videos can also favorably influence the students' feelings towards the content and studying the language, help to foster the relationship among the pupils and their teacher, improve student's understanding, memory of content, creativity and many more (Berk, 2009, p. 2).

Disadvantages

Even though movies, series and videos in general can be a valuable source of information for teaching English, not all the videos are well suited for the classroom use. They sometimes tend to be long (especially movies) and when used inappropriately considering the time matter, the problems can overcome the potential benefits. Length is also not the only potential problem. In order to be able to use videos in the classroom, certain preconditions must be met. A classroom where the videos are supposed to be screened must also contain a necessary technological equipment. Another potential issue is the appropriateness of the videos since not all the videos are appropriate for young audiences.

According to Watkins and Wilkins (2011, p. 118) the teacher should pay attention to inappropriate language, especially when working with younger students (Watkins and Wilkins, 2011, p. 118). However, it is not only the language itself that should be taken into account when choosing the particular sequences. Even the content of the videos might cause problems and potential arguments with parents if the teachers are not careful enough and choose videos with topics that are controversial in any sense.

There were even cases of parents suing the schools because of inappropriate movies. In 2007, parents in Chicago sued Ashburn Community Elementary School for $400,000 when the teacher screened an R-rated movie Brokeback Mountain (towleroad, 2007).

1.8 Copyright

When working with video for educational purposes, the possibilities of what is legal are far more open than when it comes to casual copyright laws. There are three laws that are connected to the use of movies and series in the lessons. These laws are: Zákon č. 121/2000 Sb., Zákon č. 496/2012 Sb. and Zákon č. 273/1993 Sb.

According to these three laws, the teachers are allowed to use movies and series for educational purposes, however they should not overuse them and basically use them only to the extent that corresponds to the intended educational purpose. If the teacher for example wants to play the students the full movie, he/she should really spend some time working with it, bring tasks connected to it because there should be no screenings that occur in the lesson and are in no way linked to further exercises or activities and are present solely for the purpose of the screening itself. Teaching also must not be aimed at making a profit, the students cannot pay for watching the movie, unless the payment would not be connected to for example the rental of a projector or some other necessary technical equipment that the school does not own. It is also necessary to state the citation data for the film – the title, name of the author and the source. However, this can be done either orally or via playing the subtitles of the movie (Film a výchova, 2021).

2 Practical part

The main aim of the following case study is to point out the usefulness of current TV series in ELT and show examples of such lessons in comparison to lessons in which a more standard curriculum is followed. The chosen methodology for these purposes was based on methods described by Gavora (2010). In order to ensure its validity, a form of triangulation (Gavora, 2010, p. 146) was used during the research. This triangulation was based on three methods of studying the issue of use of TV series in Bruntál school 3. These three methods were interviews with teachers, questionnaires for students and experiment lessons. The experiment lessons were conducted with two groups of eighth graders and two groups of ninth graders. In each of these grades one group was taught a lesson with the aid of TV series and a more standard curriculum was followed with the second group. Each of these lessons happened exactly at the time when the particular group was starting a new topic in their books. Therefore, videos were used as a mean for introducing this new topic and the activities connected to the particular video sequences were aimed at the specific grammar the class was supposed to work on. When it comes to eighth grade, the topic was "problems" and as for the ninth grade, the topic was determined to be "relationships". At the end of each lesson, students were given questionnaires that consisted of two sections. In the first section the pupils' task was to answer questions connected to their overall attitude towards TV series, their possible previous experience with the use of TV series in lessons and their view on its usefulness in ELT. The second section of the questionnaires was based on the particular lessons and the students' respective feedback. All the participants of the research were asked whether they feel like they learnt something new in the lesson, whether they liked the lesson, to what extent they managed to pay attention during the lesson and at the end of each questionnaire, the students were asked to offer feedback in regards to what they would have changed in the lesson. The interviews with teachers were only semi-structured in order to put emphasis on making the interviews in a friendly stress-free environment. All the interviews were recorded, transcribed and thoroughly analyzed. For the purpose of analysis of the interviews, the method of open coding was used.

2.1 Research questions

The research is trying to answer the questions below. Since this is a case study, these questions do not apply to all English learners but only to specific classes of this particular school. The research questions are:

1) Does incorporating sequences from TV series have a positive influence on Bruntál School 3 students' satisfaction with the lesson?
2) Does incorporating sequences from TV series have a positive influence on Bruntál School 3 students' attention during the lesson?
3) Does high frequency of watching TV series in English language correlate with higher popularity of English subject among students of Bruntál School 3?
4) How much experience with the use of TV series in lessons do students of Bruntál School 3 have?
5) Do students from Bruntál School 3 favor the idea of the use of TV series in English lessons more than their teachers?

2.2 Bruntál school 3

The research was conducted in School 3 in Bruntál. This school was chosen due to its promising results considering the popularity of English language and the school management's disposition towards English teaching according to my previous research focused on the overall popularity of English among Bruntál students of the fifth grade (Jelen, 2019).

The factor of popularity of English seemed relevant for consideration due to the fact that teaching English via TV series is a rather less traditional technique and according to my previous research (Jelen, 2019), the popularity often correlated with the methods teachers used at particular schools.

According to my previous research (Jelen, 2019, p. 30), 42% of fifth graders from Bruntál school 3 (in this research, referred to as "Primary school 3") stated they like English "extremely" and another 39% stated they like it "a lot" (Jelen, 2019, p. 30). Even though similar results were measured at Bruntál school 1, the teachers from Bruntál school 3 also had a very positive attitude and were inclined to perform activities such as singing in lessons. They also seemed to really care about making lessons entertaining for their students, according to the interviews that were part of this research. Even the students themselves were very keen on these activities – the highest percentage of students was very satisfied or satisfied with the activities concerning singing (Jelen, 2019, p. 28).

The prominent position of English language is well noticeable even from the school's ŠVP document (2019, p. 10), where the school states that English is being taught since the first grade. Even though the time allotment for English in the first two grades is of only one lesson per week, the number increases in the following grades where the students attend three lessons of English per week. In order to support the students' needs of real-life knowledge of the English language, the school is even involved in international projects and international school cooperation (ŠVP Bruntál Cihelní 6, 2019, p. 10). In addition, the school has recently hired a native speaker for special conversational lessons that are available to the students.

With regards to this, the teachers from Bruntál school 3 might be more inclined to potentially try the new techniques themselves.

According to Gavora (2010, p. 145), it is important to find a gatekeeper – a person who sees the importance of the research and helps with its realization. Fortunately, I am acquainted with the recently hired native speaker, who helped me contact the teachers in a more organic manner than it would have been via official means. This way the teachers were more inclined to help me with the research at school and gave me their personal opinions on the topic.

2.3 Participants

Because the research in 2019 was focused on the 5th grade students and because three years have passed since then, today these fifth graders are in the 8th grade, which is exactly the target age for this research. This way the results of the previous research can be a valuable source of information as for how the situation has changed throughout the years and how these pupils now view the subject of English. Apart from them, 9th grade students were also incorporated into this research because the use of TV series is more suitable for older students with a higher level of English proficiency and therefore 8th and 9th grades are well suited for it. In each of the aforementioned grades, one group was taught with the use of contemporary TV series, and one was following the standard curriculum. The numbers of students in each group slightly varied. The eighth grade's experimental group was made of 10 students and the control group consisted of 7 students. When it comes to ninth grade, the number of participants was higher and there were 12 pupils in the experimental group and 19 students in the control group. All together the sample size consisted of 48 subjects who took part in this research. The numbers of participants in the particular groups are displayed in table 1 below.

Table 1: Numbers of participants

Group type	Eighth grade	Ninth grade
Experimental group	10	12
Control group	7	19

In Bruntál school 3, English classes are divided into several groups according to the level of English the students possess. The number of these English groups differs between eighth and ninth grade. In ninth grade, there are three classes - A, B and C which are divided into four English groups according to the students' level. When it comes to the eighth grade, each of the classes A, B and C is divided into two English groups, also according to their English proficiency. Due to this, the number of students in the eighth grade groups is slightly lower because there is a higher number of groups for the same number of classes. Since there are considerable level differences between particular groups, I decided to choose

rather the more advanced groups out of each of these two grades and do the lessons with them. As there was no option to have all the groups in the same level, lessons with TV series were held once with the really advanced group and once with the less advanced group. The same concept was done with the lessons without TV series, so that the sample would be more consistent. When chosen this way, both control groups and experimental groups had one really advanced group and one slightly less advanced group. However, even this slightly less advanced group was still quite advanced in comparison to the remaining groups. Since the groups were not chosen randomly, the respondents' selection type was partly similar to the intentional selection which is suggested by Gavora (2010, p. 64) in cases where certain respondents are more appropriate for the research.

8th grade control group

The number of students in this group, should no one have been absent, would be 11 but during the research the class consisted of seven learners. According to their English teacher, this group is really advanced and the performance of the majority of pupils has been quite satisfactory. The students are able to acquire new knowledge really effectively and at the end of the year, the class is often ahead of the curriculum, which enables them to take more special activities into consideration. Due to this, there is time to watch and analyze movies, go outside and practice talking in English and many more activities. The English teacher from this group claims that the students do not study in order to achieve good school results but rather because they are keen on learning English.

8th grade experimental group

Typically, the number of students in this class is 12, however two students were absent during the research. According to their English teacher, this class is mostly composed of passive listeners but has three quite participative and cooperative students. Even though this class is not the most advanced eight grade group, the teacher claims that they still possess considerable listening skills and they generally understand the teacher when spoken to in English, but only lack confidence to successfully form sentences themselves.

9th grade control group

The class is made of 19 students and they were all present during the research. The teacher claims this class is one of the more advanced ones and it is a pleasure to teach them. According to their teacher, not even the larger size of the group causes any problems. The class is supposed to be communicative, cooperative, active and not afraid to talk in English and there are only a few students who are not willing to cooperate or be active. The teacher claims that about 70% of the group are "good" and states that it is noticeable the students do not study only because of the results of tests but rather for their own will to study and learn English.

9th grade experimental group

As was pre-mentioned above, all the ninth grade classes are divided into four groups and this group is supposedly the most advanced out of them all. This group typically consists of 15 pupils, however, in the time of research, three students were absent. Their teacher stated the overall level of the students is B1 – B2 and all of them are able to communicate in English. Furthermore, the teacher claims the students are active, they are "almost adults", they are open even to more complicated topics and with a proper teacher their progress is really remarkable.

2.4 Methodology

As pre-mentioned above in the introduction of the Practical part, a triangulation based on three methods was used in order to ensure validity of this research. These three methods were interviews with teachers, questionnaires given to students and experiment lessons. When it comes to the actual lessons, their description is always accompanied with field notes and feedback from the teacher consisting of his/her opinion on the overall lesson. The research contains four analyzed lessons – two experimental groups and two control groups consisting of 8th graders and 9th graders from Bruntál school 3. At the end of each lesson, all participants of each group were given questionnaires connected to the overall idea of using TV series in English lessons, their opinions on it and their opinions about the just passed lesson. When it comes to the interviews with teachers, they were in a form of semi-structured interviews and their aim was to find out how the 8th and 9th grade teachers from Bruntál school 3 percieve the use of TV series in ELT. In addition to their opinions on this phenomenon the teachers were also asked about their previous experience with such techniques and potentially use of other videos in their lessons.

2.5 Experiment lessons

To achieve credibility, the particular lessons contained the same content when it comes to grammar and topic of the lesson, and they were always the opening lessons of the new topic. Fortunately, both groups from the same class were always exactly in the same part of the same chapter when it comes to their Project workbooks. Due to this the research could be conducted with both control group and experimental group from the particular grade on the exact same day. However, the lessons with 9th grade happened a few days earlier than those with the 8th grade.

2.5.1 8th grade

As can be seen from the previous chapter, the eighth grade groups numbered fewer students than the ninth grade groups. Experimental group consisted of ten students and there were seven students in the control group. The topic that was opened during both lessons with 8th grade was "Problems". When it comes to grammar, the students of both classes were supposed to revise present perfect from the previous chapters and get more acquainted with modal verbs should/shouldn't for giving advice. The teachers of both groups stated that they already managed to partially explain these modal verbs in the previous lessons but there were still four more modals to work on – must/mustn't/have to/don't have to.

Experimental group

Lesson aim: The learners will understand modal verbs "could", "have to" and "must" and will practice listening and speaking with the use of series.

Lesson procedure:

1) **Introduction, nametags**

    The teacher introduced me to the class and sat down aside. I greeted the students and asked them to create name tags. Some of the students already had their nametags in their school bags, however, a few students took quite a long time to create new ones.

2) Warm up game

The lesson started by a warm up activity in which the pupils' task was to come up with the longest words possible starting on each letter of the word "Problems". Even though I had the warm up game described in the presentation, there was one student who seemed to be really confused. I tried to describe him the system of the game and when he everybody knew what to do, I gave them 2 minutes to come up with the desired words. After two minutes, students counted their letters and a winner was announced.

3) Use of TV series – Rick and Morty

Preliminary work

Before the sequence was played, the students were asked whether they knew the "Rick and Morty" series. When asking them, all the students seemed very familiar with the series and none of the students seemed to not know it at all. Just to be sure, the main characters shown in the chosen sequence were briefly introduced to them with the help of presentation.

First viewing

When the characters were introduced to the students, the video was played for the first time without subtitles. The video sequence was about the scientist Rick who turned himself into a pickle to avoid family therapy. After the first screening the students were asked how much they understood – they could either raise both hands if they understood everything, one hand if they understood just partly and no hand if they did not get it at all. About half of the class raised both hands which was quite surprising because the phrases, vocabulary, and the overall pace of the dialogues in the video were not entirely simple. The rest of the class raised at least one hand, and nobody seemed to be completely confused.

Second viewing

Before the video was played again, the students were given tasks connected to it together with the transcripts of the text containing the problematic vocabulary. After that, the video was played for the second

time, however this time it contained subtitles. The students were again asked about how much they comprehended and this time everybody raised both hands and nobody seemed to need to watch it again when they were asked about third screening. It was quite striking, because the level of their English did not seem to be as advanced in the beginning of the lesson.

Task 1

Even though the video sequence was challenging, when the students were asked about the content of the video, they were able to answer the questions. Even though the level of their expression was not that advanced, and they were making mistakes, it was clear that they understood the video. Apart from the understanding itself, it seemed to me that the students were really enjoying the activity and some of the students were quietly laughing at certain moments of the sequence.

Revision – present perfect

Before moving on to the following tasks, a quick revision of present perfect was done to ensure everybody knew what to do in the upcoming activity.

Task 2

After a quick revision the students were asked to find present perfect sentences in the given transcript of the sequence and to justify why this grammar is used in those cases. This task seemed harder for the students, and it took them a while, because the examples of present perfect were mostly shortened and therefore harder to spot.

Task 3

The third task was connected to modal verbs that were used within the text – should, have to and must. The students were asked to think of the difference between have to and must and they indeed managed to do so successfully

4) **Modal verbs**

When the activities connected to the video were finished, other ways of use of these modal verbs were presented to the students with the help of

presentation. The pupils were also asked to form sentences with these modal verbs.

5) **Revision / Questionnaires**

Due to the slower start of the lesson, there was no time for revision and I rather decided to give questionnaires to the students to make sure they fill in the whole forms.

Teacher's feedback:

The teacher rated the lesson positively, her only objection was that the warm up activity took a little longer time. She was also questioning if there is a real possibility that the students might have actually comprehended the language of the video after the first screening without subtitles – because as was pre-mentioned – half of the class raised both hands to signal full comprehension. The teacher said they might have done it not to feel embarrassed.

Field notes:

This group seemed to be the most active one out of all the groups that will be discussed below. Even though their level of English seemed to be the least advanced, the students behaved as if they were really interested in the activities connected to the used TV series. During the discussion the majority of students was very lively, laughing at certain jokes from the sequence and generally seemed to be concentrated during the whole lesson. They also seemed to understand the newly introduced grammar well, when they were acquainted with it in real-life situations from the TV series sequence.

Control group

Lesson aim: The learners will understand modal verbs "could", "have to" and "must".

Lesson procedure:

1) **Introduction, nametags**

Similarly to the experimental group the teacher explained my presence and I asked the students to create name tags.

2) Warm up game

The lesson was opened almost identically to the experimental group. The only difference in the warm up was that the longest words possible were exchanged for the shortest words possible. Again when the warm up was over, everybody clapped for the winner with the least number of used letters. However, this time students took less time to finish the task. This might have been caused due to the fact that eighth grade control group was the more advanced English group or even because shortest words alternative of this activity might take slightly less time.

3) Present perfect revision

To ensure all the students were familiar with the concepts of present perfect grammar before the following activity, a quick revision of the grammar took place. Students were at first asked whether they can describe how to use and form present perfect. One student correctly stated that it is somehow connected to the present and then this grammar was revised with the help of the presentation.

4) The weirdest problem I have ever had

After the present perfect revision, the students worked in pairs and tried to come up with the weirdest problem they have ever had. Alternatively, they could have talked about the second weirdest problem if they were not inclined to share the weirdest one to their classmate. Since the number of students was odd, I joined one student in this activity, but the pupil needed some time to think about it so I managed to check the other pairs and then got back to her. All the pairs seemed to be sharing these weird experiences and I managed to hear short sections of some of the stories. However, sometimes they seemed slightly nervous when I stopped at their desk.

5) Modal verbs

At first students were asked about the grammar should and shouldn't. We did a revision together and then I took my laptop and walked around the classroom showing particular situations where the students were supposed to give advice to the people who needed it – for example there was a sentence – "Jonny is walking along the river full of crocodiles." The

specific student was then supposed to give advice in this "Advice center" game – for example "Hey Jonny, you should be careful" or Hey Jonny, maybe you shouldn't swim there". After a few funny advices like this we moved to the modal verbs Must/Mustn't/Have to/Don't have to. The concept of these modal verbs was presented to them and then a similar activity to the "Advice center" was done with the students. After many examples were given and the lesson was getting to its end

6) Revision / Questionnaires

Similarly to the experimental group, I did not manage to do a revision with the students and rather gave them questionnaires.

Teacher's feedback:

The teacher rated the lesson positively, he was only mentioning that when it comes to harder grammar, he tends to switch to Czech language in his own lessons to ensure better comprehension of the students whereas I try to teach the whole lessons in English – however, there was even one moment where one student got really confused and asked a question that made the grammar really confusing for the others so I decided to switch to Czech for a few sentences to make sure they are not lost.

Field notes:

The students seemed to be quite active throughout the whole lesson and they managed to form examples of the newly introduced grammar. A few students were even asking questions connected to it and the majority of class seemed to pay attention.

2.5.2 9th grade

The topic that was opened with 9th graders was "Relationships". The grammar connected to this topic was passive voice. Similarly to the grammar taught to the 9th graders, this grammar was also partly explained by the teachers before, so it was only needed to revise it rather than to explain it from the beginning.

Experimental group

Lesson aim: The learners will understand passive voice and will practice listening and speaking with the use of series.

Lesson procedure:

1) **Introduction, nametags**

    After I was introduced to the class by the teacher and students created name tags, we moved to the warm up game

2) **Warm up game**

    The lesson started with a warm up game as usual. The concept of the warm up was the same as for the eighth grades. Again, students were coming up with the shortest words possible starting with each letter of the word "Relationship". When the two minutes, students had been given, were up a winner was awarded a round of applause and we moved to the next activity.

3) **Brainstorming – Relationships**

    Students were asked about what types of relationships they can name. At first the pupils seemed to be slightly unsure or nervous but then one student raised his hand and very soon he was joined by others who suggested different types. Each student always wrote the specific type on the blackboard.

4) **Big Mouth series**

    Preliminary work

    To open this activity, students were asked whether they are familiar with the "Big Mouth" series. More than half of the class raised their hands. To

make sure nobody was lost, the characters that were about to appear in the sequence were presented to the students with the help of presentation

First viewing

When the characters of the sequence were presented to the students, the video was played for the first time. In the short sequence the character called Nick is confessing love to Jessi while singing a song to her and Jessi rejects him and breaks his heart. The short sequence was prepared again in two versions – one without subtitles and one with subtitles. However, after first screening without subtitles all the students raised both hands and let me know they did not need to watch the sequence again. Similarly to the video used in eighth grade experimental group, not even this sequence was easy to comprehend so it was quite striking that the students did not need even the second screening.

Tasks

The pupils were shown the tasks connected to the video and given transcripts. It was clear the students indeed did not need further screening of the video because they managed to answer the questions flawlessly.

Revision – passive voice

After answering the first three tasks, passive voice was revised. This revision was followed by the task connected again to the video sequence, however, this time it was focused on passive voice. The students seemed to understand the grammar and managed to form correct sentences.

5) **"Relationship experts"**

After the revision of passive voice grammar, the whole class became "Relationship specialists", and their task was to give advice to the main character of the sequence – Nick. For this game, students were divided into four groups – two groups were labeled as "positive" and were supposed to give advice while assuming the story could have a happy ending. The other two groups held a negative view towards the presented Nick's situation and were supposed to give reasons why it cannot work for

Nick. All the advices that the teams were forming were supposed to be in passive voice. When the teams had some ideas they were connected to form bigger teams so that there was one "positive team" and one "negative team". Then they presented their ideas to the class.

6) Revision / Questionnaires

The students were asked to fill in the questionnaires.

Teacher's feedback:

The teacher was really satisfied with the lesson and even praised my teaching in front of the teacher of the second group. He suggested I am a real talent for teaching. He only noted that a pace in which I speak is appropriate only for ninth grade and that I need to slow down when working with the younger grades – this was connected to the fact that this lesson preceded the lesson with the eighth grade.

Field notes:

The students seemed interested in the activities connected to TV series, however the overall atmosphere in the classroom was not very productive. The majority of students seemed to be tired and even though their level of English enabled them to correctly answer all the questions, they seemed to not try to expand more energy than was absolutely necessary. This might have been partly caused by the fact that this was the second lesson on Monday or by some other variable.

Control group

Lesson aim: The learners will understand passive voice and will practice listening and speaking with the use listening activity.

Lesson procedure:

1) Introduction, nametags

After a brief introduction students were asked to create nametags

2) Warm up game

Accordingly to the other previously mentioned groups, the first activity of the lesson was a warm up game. The warm up took place the same way as in the ninth grade experimental group. The only difference was that this

time it took the students slightly longer time to come up with the words and when the suggested two minutes limit passed I had to give them an extra time to finish it.

3) Brainstorming – Relationships

Identically to the experimental group, a brainstorming activity took place and students managed to write several types of relationships on the blackboard.

4) Ella's problem

Instead of the video sequence, the control group was given a listening activity.

Preliminary work

Students were slightly introduced to the soon to be heard materials. They were told the following listening will be about Ella and her problem.

First listening

students were listening to a short audio record where Ella was presenting her problem in a monologue about her parents not letting her to see her friends due to the exams that she will have next month. Once the audio sequence ended, the students were given tasks connected to it and asked how much they understood. The understanding check was done the same way as in the other classes and about a half of the class raised both hands. The remaining students raised one hand. The audio was therefore played again to make sure it is understood by everyone.

Second listening

After second playing, everybody raised both hands to signal that there was no need for further listening

Tasks

When students completed all the tasks, particular students were asked to answer the questions. They managed to do so successfully and we moved to the next activity.

Revision – passive voice

After answering the assigned tasks, passive voice was revised because the following task was based on this grammar. The students were able to describe it well when I asked them.

Ella X Parent dialogue

The final task was a dialogue that the students were supposed to carry out in pairs – one of the students became Ella and the other one became her parent. If anybody did not want to be Ella – for example in pairs where there were two boys or anyhow else – they were given a chance to be Elvis. Ella's/Elvis' task was to give her/his parents enough reasons why they should let her/him out to see her/his friends. In each of these reasons they were supposed to use passive tense – for example: "I should be allowed to go out and see my friends, because I have better studying results when I'm not sad." And the parent was supposed to give reasons why the kid should stay at home, do not go anywhere and study all day.

5) **Revision / Questionnaires**

In the last ten minutes, students were asked to fill in questionnaires.

Teacher's feedback:

The teacher seemed satisfied with the lesson. However, she was marking the tests of the students the whole time, so it is likely she did not pay so much attention to the lesson.

Field notes:

Similarly to the previous group, the students also seemed to be tired, however they were overall more active. The listening activity and the tasks connected to it, however, did not seem to entertain them to an extend that could have been seen in the experimental group with the activities connected to sequence from TV series.

2.6 Questionnaires for the learners

The questionnaires were divided into two sections. The first section was covering questions connected to the use of TV series in lessons and the pupils' relationship to TV series in general. The questions from the second section were connected to students' opinion on the specific lesson. The questionnaires consisted of 20 or 21 questions depending on the particular lessons. The reasons for the difference were that it did not seem necessary to contain the fifth question in the section two "Did you like the used sequence from … ?" in the 8th grade's control group, because it did not contain any special activity that would significantly differ from the rest of the lesson, such as was listening in the 9th grade or the TV series, and therefore it seemed sufficient to cover this question by the previous forth question "Did you like this lesson?". The questions contained within the questionnaires were of three types – there were two dichotomous questions, where the students' task was either to agree or disagree, eight/nine questions based on the four point Likert scale, six multiple choice questions and four open questions. The four point Likert scale was chosen in order to not give students the safe "neutral" option. This way the students always had to lean towards one side of the scale or another.

2.6.1 Results of the questionnaires

Section one – TV series and English lessons

The first four questions were answered by all the participants of the survey.

Question 1: "How much do you like English?"

The results of this question seem to correlate with the fact that the groups are divided according to the level of English as was mentioned before. The best results were found in the 9th grade in the group where there are the students with a more advanced level of English and where the TV series were used during the lesson– nine students out of twelve stated they like English "Extremely" and the rest of the class chose the answer "Very much". The second-best results were in the more advanced 8th grade group, where the TV series were not used during the lesson. Four respondents selected "Extremely" and the remaining three chose "Very much". However even the remaining classes showed high popularity of this subject and the lowest popularity was measured in 9th grade's control group where

five out of 19 students answered the question "Slightly" and one student stated "Not at all". This corresponds with the research I conducted during my bachelor thesis in 2019 which shower very positive results. In my previous research (2019, p. 30), only 19% of today's eight graders from Bruntál school 3 chose one of the two negative possibilities and the option "Not at all" was selected just by 2% of the fifth graders back then. The positive results of the recent survey suggest the popularity of English remains high, even though the results would be probably less positive if the weakest English groups were a part of the survey.

Figure 1: Question 1 (section one)

Question 1: "How much do you like English?"
Extremely — Very much — Slightly — Not at all

9th grade Experimental (12)
9th grade Control (19)
8th grade Experimental (10)
8th grade Control (7)

0%   25%   50%   75%
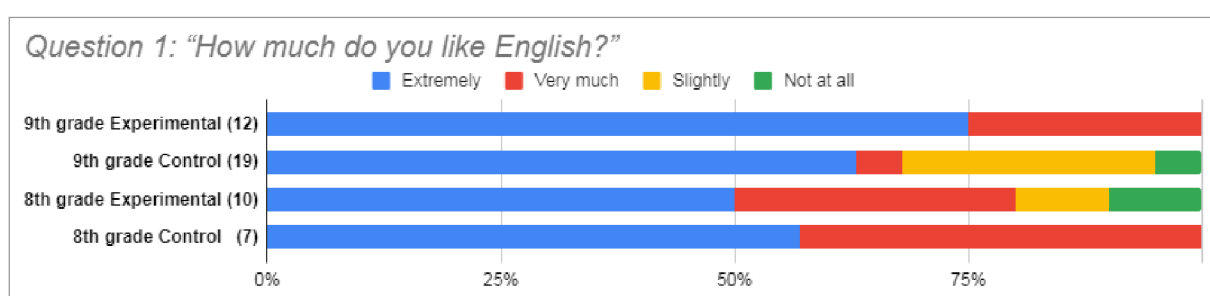
Question 2: "Do you consider yourself to be good at English?"

There were measured a very positive results in the second question – only a third (16) of all the participants of the survey chose one of the negative options "Rather no" or "No". Even though this does not indicate the overall students' perception of English knowledge of the Bruntál school 3, since the groups chosen for the survey were the ones that are supposed to be better at English, it suggests many pupils feel good about their level of English and these results can be further compared with the rest of the questionnaire. Similarly to question number one, the results correlated with the level of the specific classes.

Question 3: "How often do you watch English TV series in the original English language?

The results suggest that the majority of 8th graders and 9th graders from Bruntál school 3 watch TV series regularly. The most frequent answer was "A few times a week" which was selected by 22 students. Eight participants of the survey chose "Once a week", seven "Every month", five "Almost not at all" and the least frequent choices were the very extremes – only two students answered "Not at all" and four students "Every day". The results of particular experimental or

control groups in this case did not correlate with the level of English proficiency of the particular groups. Answers regarding a frequent watching of TV series in original English language were more present in the experimental groups. The most frequent watching of TV series in English language was measured in the 9th grade experimental group where in addition to one student who claimed to watch these TV series every day, eight students answered this question by "A few times a week". This makes these results to be chosen by the vast majority of this group because as was mentioned before it consisted of 12 students.

Question 4: "Do you have the subtitles switched on when you watch TV series in the original English language?"

When it comes to the use of subtitles, the most frequent answer was "Yes, Czech subtitles" selected by 12 students, followed by "Yes, English subtitles" selected by ten students. A striking result is that seven students claim to watch TV series without subtitles, because even though this option was mostly chosen by the students from the more advanced groups, a significant knowledge of English is required to be allow for subtitle-less watching. An even more notable fact is that 18 students chose one of the options that included watching without subtitles – even if these students do so only rarely, it might certainly have a beneficial impact on their language skills since they are becoming more used to listening to the target language.

Question 5: "What are your favorite TV series that you watch in original English language?"

Unlike the previous questions where all students responded, the fifth question was answered only by 37 students. As expected, the answers to this open question varied considerably due to the fact that people mostly do not share the same preference when it comes to TV series and there are already so many TV series on the internet that it would be very unlikely to have the same answers from everyone. However, the series "Stranger things" was significantly ahead of the others and was selected by nine students. The second most mentioned series were "Riverdale" and "Euphoria" both mentioned by five respondents. Another series worth mentioning is "Breaking bad" which was mentioned four times. When it

comes to the series used in the lessons, three students wrote "Rick and Morty" and "Big Mouth" was stated by two students.

Question 6: "Have you ever encountered the use of TV series in the English lessons?"

The results of this questions show dissenting opinions even among students from the particular groups. 24 students answered this question by "Yes" and 22 students chose option "No". Two pupils did not answer this question.

Question 7: How frequently do you use TV series in English lessons?

The majority of students responded to this question and only two students left the question blank. Half of those who responded chose the answer "Never" and the remaining answers were represented according to the frequency of use making the less frequent use more common among the respondents. Eight students stated "Once or twice a year", six chose "A few times a year", five answered by "Once or twice a month" and one student stated "Every week". There were also three students who chose the open option and wrote "sometimes we watch a movie", "sometimes in a different class" and "sometimes".

Question 8: "How do you use TV series in English lessons?"

Question number eight was answered by the least number of respondents since only 27 students answered it. This might be caused due to the fact that the students do not use TV series in their English lessons and therefore the students could not answer this question. The most selected answer was "To improve communication in English" which was chosen by 18 students. The answer selected by most students was "For presentation of new vocabulary" selected by 12 students. Another quite often selected option was "To improve communication in English" which was chosen by 11 pupils, followed by ten cases of "As an example of sentence structures in particular situations (for example check-in at the airport, ordering a food, etc.)" There were two more options that were mentioned nine times – "For motivation and to open a discussion" and "For presentation/practice of the new grammar". The remaining options were mentioned only seldom.

Question 9: "Do you consider use of TV series in English lessons to be useful?"

The ninth question was answered by 47 respondents. Except for one student from the 9th grade's control group who answered "No", all the student either chose "Yes" or "Rather yes". More students tended to choose the most positive option in the groups, where the TV series were incorporated into the lesson and the best results were measured in the eighth-grade experimental group where the option "Yes" was selected by all the students except for one student who chose not to answer this question.

Question 10: "For what reason do you consider TV series to be useful in English lessons?"

When it comes to multiple choice question number 10, it was filled in by the majority of respondents, only two students decided not to answer it. The best score was measured in the option "To improve pronunciation" which was selected by 37 pupils. Another answer that was significantly frequent among the respondents was "To improve communication in English" that was chosen by 35 students. The option "For presentation of new vocabulary" was chosen 26 times and all the remaining answers were selected less than twenty times. The least number of students chose "To practice writing", which was selected by only four respondents.

Figure 2: Question 10 (section one)

48
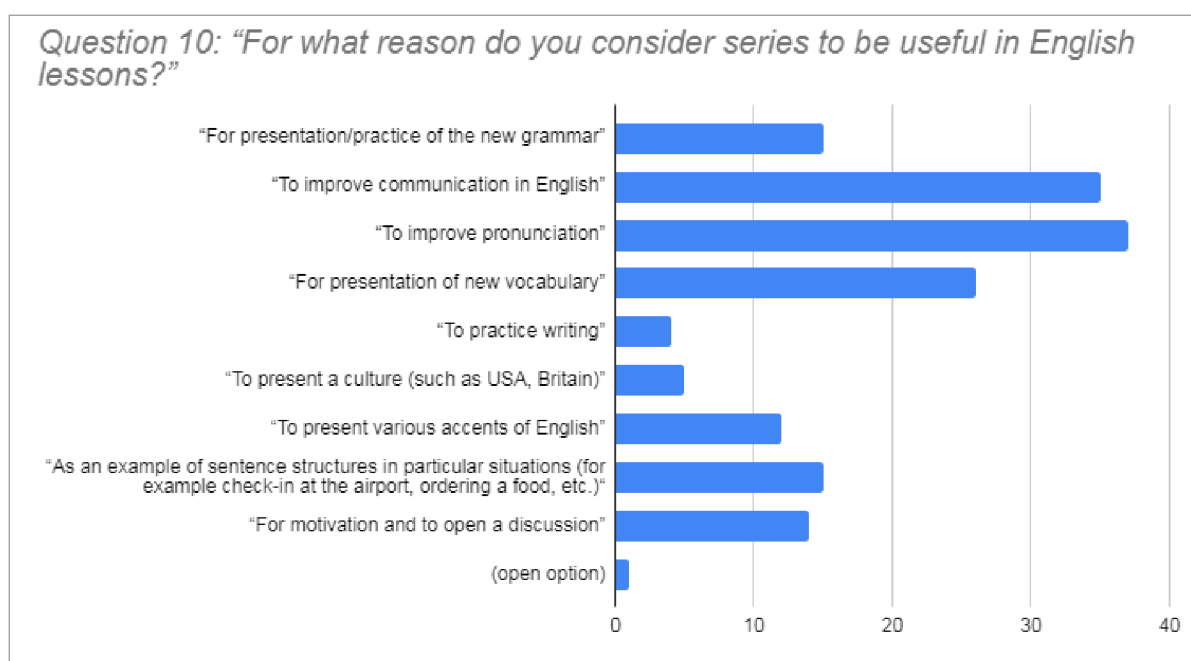
Question 11: "Do you like the lessons with the use of TV series?"

The twelfth question was answered by 44 students. The results are mostly positive and except for one student who selected "No" all the students chose either "Yes" or "Rather yes".

Question 12: "Would you like TV series to be used more frequently in your English lessons?"

The twelfth question was answered by everyone except for one student. According to the results, the vast majority of the respondents would be inclined to more frequent use of TV series in their English lessons. The option "Yes" was selected by 25 students and "Rather yes" was chosen 19 times. When it comes to the negative options, only two respondents decided to choose "No" and "Rather no" was selected just once. The option "Yes" was most represented in the experimental classes, where the TV series were used during the lesson.

Question 13: "Have you ever encountered the use of other type of video materials during English lessons?"

Except for one participant that did not answer this question, all the students chose "Yes".

Question 14: "How frequently do you use other video materials during your English lessons?"

Question fourteen was answered by 45 students. The results slightly varied among specific groups, however the most represented answers were "A few times a year" selected by 14 students, "Once or twice a year" chosen by 13 participants and "Once or twice a month" that occurred in the results 11 times. The least usage of videos was measured in the less advanced English groups - in the eighth-grade experimental group, more than half of the students selected "Once or twice a year" and even though it was less common in the ninth-grade control group it was still the most commonly chosen answer. When it comes to the remaining groups, the most represented answer was "A few times a year". The overall results of question fourteen suggest that video is used very rarely during English lessons.

Question 15: "Do you like the lessons with the use of other video materials?"

The last question of the first section was answered by nearly all the respondents – there was only one questionnaire where this question was not filled in. The majority of students perceives lessons with use of video positively – only three students selected the option "Rather no" whereas the positive answer "Yes" and "Rather yes" were both chosen 22 times.

Section two – Today's lesson

Question 1: "Do you think you know something new after today's lesson?"

As in the previous question, only one student did not respond to the first question of the second section. The results were significantly more positive in the eighth-grade groups, where in each group was always just one student who chose the option "Rather no" and the rest responded by one of the positive options while "Yes" was the most present answer in both groups. When it comes to ninth graders, the results were more negative. Considering the experimental group, where the series "Big Mouth" was used, out of 12 students, five respondents chose "Rather no" and two stated "No" whilst "Yes" was not selected even once and the remaining answers consisted of "Rather yes". The control group had slightly more positive results and out of 18 respondents, one stated "Yes" and another seven chose the answer "Rather yes". However, the remaining students again chose one of the negative options and "No" was again stated two times. The reasons for this might be influenced by the fact that the presented grammar was already exercised in the previous lessons and the students were rather meant to revise it at the beginning of this new topic.

Figure 3: Question 1 (section two)
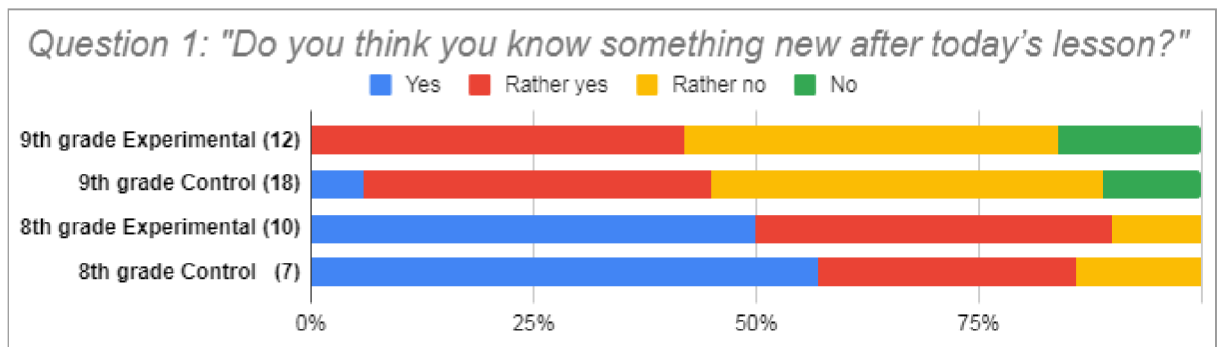
Question 2: "What did you learn today (vocabulary, grammar, language skills...)?"

The results of the second question seem to correlate with the results of the previous question. When it comes to eight graders, this open question was answered by all of them. The most significant difference between control group and experimental group in the eighth grade was the common presence of answers connected to new vocabulary in the experimental group, such as the word pickle that was specifically mentioned by two students. Apart from vocabulary, students mentioned the newly introduced grammar of must/have to. Corresponding to the previous question, there was one instance of an answer suggesting that the particular student did not learn anything. The answers of control group contained only the pre-mentioned grammar. The second question was however not always answered by the ninth graders. In the experimental group, out of 12 participants of the survey, only four answers were given and one of them stated "nothing". The remaining three answers were all connected to the passive voice. The students from the control group responded more and out of 18 students, this question was filled in by 11 of them. The majority of answers was connected to the grammar and new vocabulary was mentioned by three respondents. Two students claimed in their answer that they did not learn anything new.

Question 3: "At what percentage do you consider that you managed to keep your attention during the lesson? (0-100%)"

The third question was answered by 46 students. The results varied considerably among all the four groups. The best results were measured in the ninth-grade experimental group and eighth grade control group where the lowest given percentage of both groups was 80%. The average percentage of the ninth grade experimental group was 94%. The eighth grade control group's average score was just one point lower at 93% which makes the results almost identical with the experimental group of the advancing grade. As for the eighth grade experimental group, the results were rather worse and there were two answers slightly below 60% with the average percentage of the group making 89%. The worst results occurred in the ninth-grade control group where there was one instance of "7%" and one occurrence of "10%" suggesting these two students were mentally almost

absent during the lesson. Furthermore, another two answers were slightly below 50% which did not happen in any other group. The average percentage for this ninth-grade control group was 74%, however it is arguable if these two results below ten percent should be taken into account, since these numbers are so far from the others and during the lesson the whole class seemed to be involved in the activities. However, even without these two answers the average percentage of this group would be 82% which is much closer to the other groups but still quite lower. The results can be seen in Figure below.
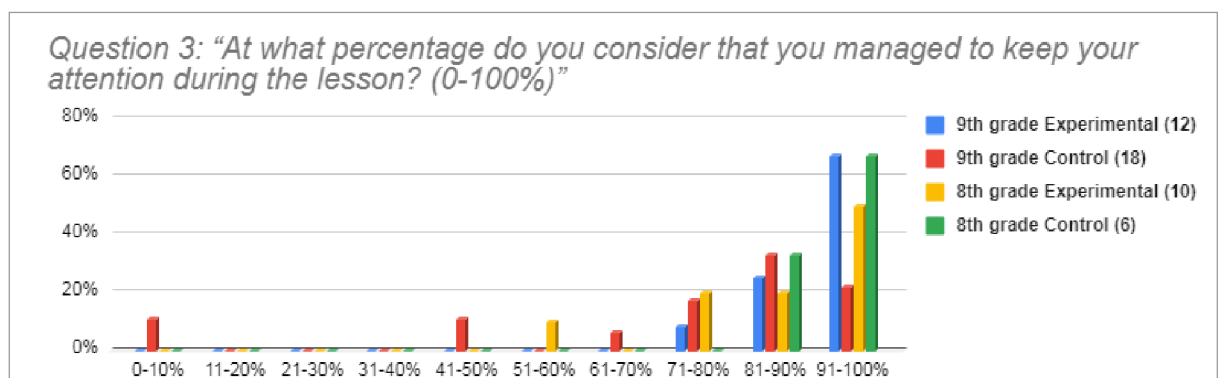
Figure 4: Question 3 (section two)

Question 3: "At what percentage do you consider that you managed to keep your attention during the lesson? (0-100%)"

Legend:
- 9th grade Experimental (12)
- 9th grade Control (18)
- 8th grade Experimental (10)
- 8th grade Control (6)

Question 4: "Did you like today's lesson?"

Question number four was answer by all the participants of the survey. The results were very positive and out of all the students only one person chose "Rather not". The most frequent answer was "Yes" which was selected by 31 participants of the survey. The remaining 16 students chose the answer "Rather yes". The option "Yes" was slightly more represented in the classes with the use of TV series when it comes to percentage. In the eighth-grade experimental group it was chosen by eight students out of ten. In the ninth-grade experimental group it was also chosen by eight students, however this group consisted of 12 people and the one negative answer was filled in by a student from this group.
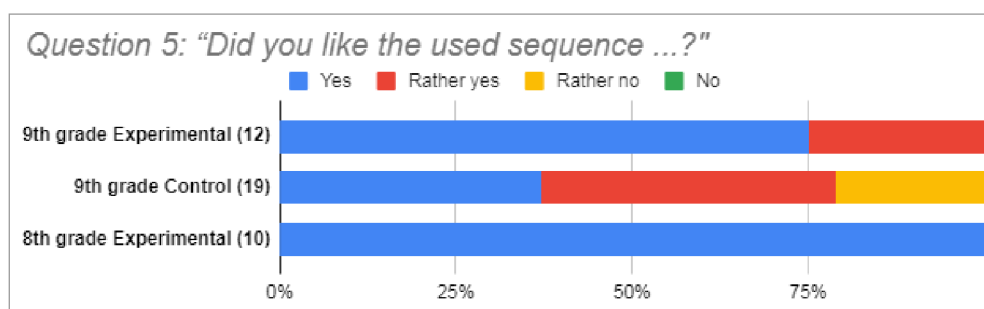
Question 5:

"Did you like the used sequence from the TV series?"

"Did you like the used sequence "Ella's problem""

Question number five was answered by all the 41 students that had this question in their version of the questionnaires. As was aforementioned in the introduction of chapter "2.6 Questionnaires for learners", the reason for not including this question in the version of questionnaires for the eighth grade control group was the absence of any special activity that would significantly differ from the rest of the lesson. The satisfaction of students therefore seemed to be sufficiently covered by the previous question "Did you like this lesson?". As for the ninth grade control group, the listening exercise "Ella's problem" presented a well suited activity for the comparison with the activities from the experimental groups connected to TV series. When it comes to the TV series, the results were significantly positive and all the eighth graders from the experimental group chose the option "Yes". When it comes to ninth grade experimental group, nine students selected "Yes" and the remaining three pupils chose "Rather yes". That is a considerable difference in comparison to the ninth grade control group where the listening "Ella's problem" was used. Even though the majority of this group answered this question positively, the percentage of people choosing the most positive option was smaller. Seven respondents stated "Yes", eight chose the answer "Rather yes" and four pupils selected "Rather no". These results show that "Ella's problem", which was a listening quite similar to the ones contained within the Project books the students use, seems to be less attractive to the students than the sequences from the contemporary well-known TV series.

Figure 5: Question 5 (section two)

Question 6: "What would you change about today's lesson?"
(In the questionnaires for the eighth grade control group it was labeled as Question 5)

When it comes to the last question of the questionnaire, not all the students chose to answer it and all together there was only 38 answers. The majority of the answers were positive comments that were either saying they would not change anything or even praising the lesson. However there were even a few objections such as one comment suggesting that the particular student from the eighth grade control group would be more satisfied if the explanation of new important things would be in the mother tongue. One student from the ninth grade experimental group mentioned that she hates activities such as "Relationship experts" and therefore disliked this part of the lesson. In the ninth grade control group two students suggested that a different activity could have been chosen instead of "Ella's problem".

2.7 Interviews with teachers

Apart from the actual lessons and questionnaires given to the students, five teachers from the Bruntál school 3 were interviewed in order to fulfill the intended triangulation (Gavora, 2010, p. 146). The interviews were only semi-structured in order to maintain a more relaxed conversation. In order to get as much information as possible from the teachers, all the interviews were recorded and rewritten into transcripts that were later on analysed by open coding. The frequently present phenomena were therefore given codes next to the specific parts of the transcripts so that the similarities among the interviews and important details were not missed. The transcripts of the interviews are available in the appendix section.

Since the interviews were only semi-structured, the order of the questions varied among individual interviews with the only exception which was the start of the interview. The first question was always "Could you describe your attitude towards the use of current TV series in the original English version in English lessons?". The remaining questions dealt with the teachers' experience with using TV series in English lessons, their opinion on advantages and disadvantages of using it, other possible video materials the teachers use, the frequency of using videos in lessons and ways of working with the video.

In order to ensure the teachers privacy, all the interviews were anonymised and the particular teachers are mentioned as Teacher A, B, C, D and E. Except for teacher A, where the interview was carried out via a call, the remaining teachers were interviewed in person. The first four teachers teach both eighth and ninth grade and the only exception is teacher E who does not teach any of these grades. The initial reason for interviewing this teacher was actually a mistake. I had an information from the school personnel that this teacher is also a teacher of these grades, however the highest grade from this teacher is seventh grade. This only came to light in the middle of the interview. Since the teacher provided useful information for the research and seventh grade is only one year below the observed grades, I decided to analyze it as well for its potential value for the research.

2.7.1 The results of the interviews

Particular teachers' characteristics:

Teacher A

According to the interview, this teacher has a very positive attitude towards the use of TV series in ELT and seems to have extensive experience with the use of videos in English lessons. Even though teacher A does not use TV series, the general use of video aid is quite frequent and the teacher even uses certain special viewing techniques such as silent viewing and pictureless viewing. Teacher A also suggests the possibilities of using video are very broad and that it can have a positive effect on "everything". Teacher namely mentions listening, reading, understanding and speaking. It is also mentioned during the interview that the most used video materials in the teacher A's lessons are ready made video clips. According to this teacher, the frequency of using videos is limited mostly by the curriculum plan.

Teacher B

The attitude of teacher B towards the use of TV series in ELT is also positive. The use of TV series in his English lessons is, however, very rare and the teacher mostly tends to use movies. On the other hand, the mentioned use of this sort of video aid is the most frequent out of all the interviewed teachers and the class has a whole educational plan connected to the use of videos. When it comes to the problems connected to the use of video aid, the teacher mentions potential attention issues. According to this teacher, the main downside of the use of TV series in ELT is its length and the teacher also claims it is important to choose videos that do not contain vulgar content. Teacher B teaches the most advanced classes.

Teacher C

The attitude of teacher C towards the use of TV series in ELT is probably the most positive out of all the interviewed teachers. Teacher C is the only one who uses TV series during English lessons and hopes to be able to use it more. The problem with the frequency lies in the necessity of following the curriculum and the fact the teacher is young and it is the teacher's first year of teaching

experience. When it comes to the benefits of using TV series, teacher C suggests it is beneficial for acquiring new vocabulary and showing students authentic real life language which is better than the examples of language from the textbooks. This teacher also mentions the lack of learning possibilities when it comes to workshops and seminars connected to the use of TV series in ELT.

Teacher D

The attitude of teacher D towards the use of TV series is slightly more skeptical than of the other interviewed teachers. However, this is due to the less advanced level of the students this teacher teaches. Teacher D claims it would be pointless to use this kind of video aid in these classes since the students would not understand it at all. The potential downsides of using TV series according to this teacher are the potential vulgarity, possible violence and the hardships connected to preparation for such lessons. However, teacher D sometimes uses other forms of video aid even though it is mentioned that use of video can possibly lead to attention issues. On the other hand, this teacher admits that for example Big Bang Theory could be useful for more advanced grades.

Teacher E

Teacher E has a very positive attitude towards the use of TV series in ELT. Even though such activities are still not present in the English lessons of this teacher, teacher E stated that such materials might be included in her English lessons in the future. The teacher stated to have used songs on youtube during the lessons. According to teacher E, the potential complications connected to the use of video are attention issues, necessity of following curriculum plan, vulgar language and the lack of ready-made materials.

Teachers' attitude towards the use of TV series in ELT

The analyzed interviews indicate that the overall attitude of the interviewed teachers towards TV series is positive. However, only teacher C frequently uses TV series during English lessons. The use of TV series was also mentioned by teacher B, who claimed they rarely used TV series Homeland in the ninth grade lessons. Teacher C mentioned TV series such as Simpsons, Friends or IT Crowd. Teacher C emphasizes the importance of the use of TV series by saying:

"..because what I have mostly learnt English from was TV series, it shows how this language works in real life." In addition to this, teacher E stated that she would like to use TV series in the future.

Reasons for not using TV series in English lessons

When it comes to reasons why the interviewed teachers do not use TV series, the most often mentioned obstacle was the absence of ready-made materials and the potential hardships connected to the originally made materials, which was agreed upon by teachers C, D and E. Teacher B also mentioned the issue of length of TV series in comparison to movies, which might result in working with the particular TV series for the whole year. TV series and films also bring a danger of potential inappropriate content. The teachers mostly mentioned vulgarity, which was stated by teachers B, C, D and E or violence mentioned by teachers B and D. Teacher D for example stated: *"for example when it comes to The Simpsons, I wouldn't play it to them because I think there is a lot of inappropriate vocabulary"* Teacher C also mentioned potential inappropriate topics when it comes to use of TV series such as Two and a Half Men.

Other video aid the teachers use in their lessons

As for the other video aid used in the lessons, the teachers B, C and E all mentioned the use of movies during their lessons. The most prominent use of movies is supposedly in the lessons of teacher B, who claimed to work with movies every lesson and talked about screening sequences from them typically once a week. Apart from movies, some sort of video aid for English lessons was mentioned by all of the teachers.

Frequency of using videos in English lessons

The mostly mentioned complication connected to the frequency of using video content in lessons was the curriculum plan, where all the teachers except for teacher B stated they need to follow this plan and therefore they cannot do lessons with videos that frequently. However, the teacher B teaches the most advanced classes and therefore the classes are not behind the curriculum plan and there might be more time for these activities. Teachers C and E even seemed sorry for

the fact they cannot use videos more frequently. Teacher C for example stated: *"It is not as frequently as I would like it to be"* (the use of TV series).

Problems connected to the use of videos in English lessons

The curriculum plan does not seem to be the only limitation when it comes to the use of videos in the classroom. Teachers B, D and E mentioned that the particular class also needs to behave properly. They mentioned that videos can actually bring a loss of attention among the pupils and the videos can make students feel like they do not need to do anything anymore. This claim is in direct conflict with the idea that TV series can positively influence the students' attention, which the second research question was based upon. A level of the pupils also seems to play an important role. This is directly mentioned by teachers C, D and E. Apart from these three teachers, teacher B, who claims to use videos most frequently out of all the teachers, also mentions his classes are quite advanced.
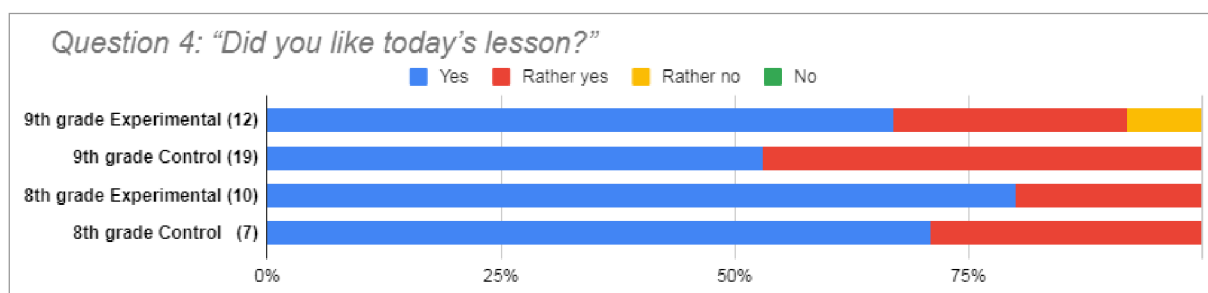
2.8 Results

The following chapter aims to summarize the results and answer the research questions. The answers of these five questions are based on the results of the particular methods used during the research.

1) "Does incorporating sequences from TV series have a positive effect on Bruntál School 3 students' satisfaction with the lesson?"

The answer for this research question was based mostly on the results of two questions from the questionnaires given to the students. The most determining one was Question 4: "Did you like today's lesson?". The participants' task was therefore to rate the lesson according to their satisfaction. To clearly portray the results, the four possible answers were given numbers – "Yes" was marked as 1, "Rather yes" as 2, "Rather no" as 3 and "No" as 4. In each class the results were then averaged to illustrate the possible differences between particular groups. The measured differences, however, do not vary significantly. Even though the results suggest a slightly greater satisfaction considering the experimental groups of the particular grade in comparison to control groups from the same grade, the differences are negligible. While the average result among experimental group of ninth graders was represented by a number 1.2, the control group of the same grade reported average of 1.29. Even less prominent difference was measured in the advancing grade. However, this time the overall results were less positive in comparison to the previously mentioned numbers. The average result among students from the experimental group is 1.42 and as for the control group, the number is only slightly higher making it 1.47. The differences between experimental and control groups of the particular grade are therefore less than 0.1 point. On the contrary, the differences between the individual classes were markedly more pronounced as it can be seen from these numbers. However, even though there was a notable difference between these two grades, all the results seem quite positive. As was pre-mentioned before, among all the questioned students there is only one example of negative answer "Rather no" and no examples of "No". An interesting fact is that this one negative answer was spotted in the ninth grade experimental group. This makes the positive effect of TV series

slightly less credible. However, since the sample was really small and this answer was selected only by one student, the reason for such result might be almost anything and TV series may not be the cause at all. The results of the specific groups can be seen in Figure 6 below.

Figure 6: Question 4 (section two)

Question number four was, also, not the only question connected to research question 1. The results of question 5 from section two were also taken into consideration. As it can be seen in Figure 5, the TV series were received much more positively than a more traditional listening activity. Even though such listening activity was performed only in one group - in 9th grade control group, the number of respondents did not vary significantly from the total number of students from the two experimental groups. According to the same principle as was used for question 4, the averages between experimental groups and the 9th grade control group vary more distinctly. When it comes to 8th grade experimental group, the average was exactly 1 and as for the 9th grade experimental group it was 1.25. Considering the 9th grade control group, the results were less positive. This group's average was 1.84 and it was the only group, in which there were measured negative answers "Rather not". These results already show a more significant difference than what could be seen in the previous question. It is likely that the results of population-centered research could differ significantly, but despite this, the measured results can be of a little indication that the TV series could be an attractive teaching material for pupils. In addition to the results of the questionnaires themselves, my observations during the lessons suggest that the use of TV series seems to be an entertaining activity for the students. Even though the overall atmosphere seemed to be very positive in all the lessons, it was noticeable that the pupils really seemed to enjoy the used sequences from the TV

series and that it had a positive effect on the atmosphere in the classroom. Even the teachers themselves seemed to be interested in the used materials. However, the results of the survey do not allow to clearly positively answer the question "Does incorporating sequences from TV series have a positive effect on Bruntál School 3 students' satisfaction with the lesson?" since the results do not vary so prominently.

2) "Does incorporating sequences from TV series have a positive effect on Bruntál School 3 students' attention during the lesson?"

The results of the second research question are based on the differences among answers from experimental and control groups to Question 3 from the questionnaires: "At what percentage do you consider that you managed to keep your attention during the lesson? (0-100%)" and on the interviews with teachers. As can be seen from the results of questionnaires, the average percentages did not seem to have a relation with the use of TV series because the results of these two grades seem to be contradictory. When it comes to the eighth grade, the more positive results were measured in the control group. The difference was, however, only four points since the experimental group's average was 89% and the control group's average consisted of 93%. On the other hand when it comes to the ninth grade, the average percentage was significantly more positive in the experimental group. As for the experimental group, the average percentage was 94% and control group had the average percentage of 74% or 82% depending on whether the two substantially different answers below 10% would be taken into account. As was pre-mentioned before, the results of the particular groups can be seen if Figure 4. Even though there is a considerate difference between the results of groups from the eighth grade, the results of the ninth grade show quite the opposite trend and in addition to that, the interviews with teachers actually also show the potential negative effect of TV series on students attention. According to teachers B, D and E, use of video can actually bring a loss of attention of the students in certain less disciplined classes. These results are therefore not in complete agreement with Berk's (2009, p. 2) claim that video can make students more concentrated (Berk, 2009, p. 2). However, my observation during the lessons indicated a positive effect of TV series in regards to students' attention.

The pupils seemed interested and seemed to be paying attention. On the other hand, my own impression may not fully reflect reality, and students are likely to be able to better evaluate how much they managed to pay attention during the lesson. With regards to the aforementioned results, the second research question "Does incorporating sequences from TV series have a positive effect on Bruntál School 3 students' attention during the lesson?" cannot be clearly positively answered.

3) "Does high frequency of watching TV series in English language correlate with higher popularity of English subject among students of Bruntál School 3?"

Figure 7: Frequency of watching TV series X Popularity of English
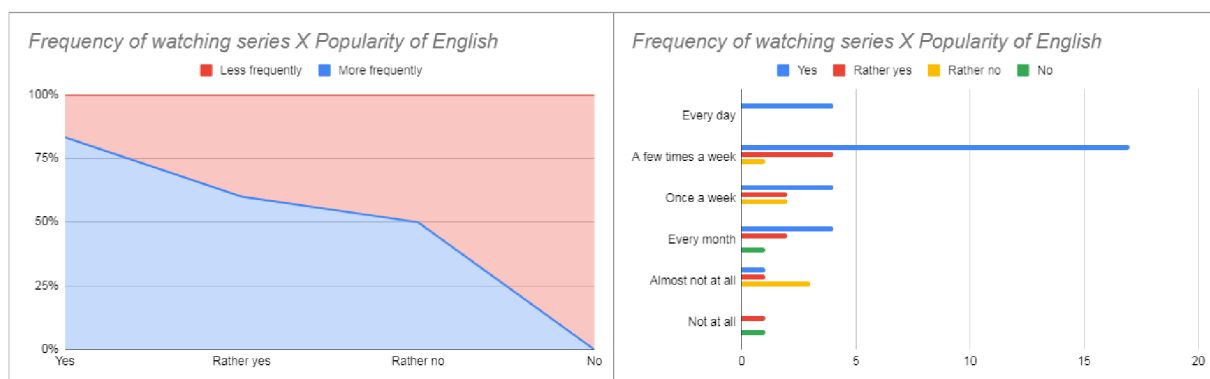
The results of the third research question were based on the results of questions one and three from section one of the questionnaires. These two questions were focused on the frequency of watching TV series and the popularity of English among the respondents. The results seem to indicate that a higher frequency of watching TV series among students of Bruntál school 3 seems to correlate with the higher popularity of English. For the purposes of calculation, the four categories of students' attitude towards English were simplified into two categories – **"Positive attitude"** for options "Extremely" and "Very much" and **"Negative attitude"** for options "Slightly" and "Not at all". A similar simplification was applied to the frequency of watching TV series where the categories were – **"More frequently"** for answers "Every day", "A few times a week" and "Once a week" and **"Less frequently"** for options "Every month", "Almost not at all" and "Not at all". The Fisher test proved the variables are

dependent since the tests' statistic value was 0.0365 which means the results are significant at the significance level of 5%.

4) *"How much experience with the use of TV series in lessons do students of Bruntál School 3 have?"*

The results of the fourth research question are based on questions six, seven and eight from the first section of questionnaires, which were focused on the use of TV series in English lessons. In addition to these questions, the interviews with teachers were also taken into account. Since the results of questionnaires varied considerably even in the same groups and the teachers from these two groups confirmed the use of TV series only in one group from the examined groups – from the experimental ninth grade group - there are two possible options. These two possibilities are that students who positively answered these questions either have the experiences with TV series from a different group or they included other forms of video into their answers. It is hard to state which option was the reason for this, but both are possible - the other types of videos such as movies or short videos were mentioned by both teachers of these grades and on the other hand, there is a another group, where TV series are used regularly. This occurrence of TV series was mentioned by teacher C who claimed to use TV series in one eighth grade group, so there might be cases of students who spent certain lessons in this group for some reason. Nevertheless, according to the interviews with the five teachers, TV series are so far not a common teaching aid in Bruntál school 3.

5) *Do students from Bruntál School 3 favor the idea of use of TV series in English lessons more than their teachers?*

The results of the last research question are based on questions nine and twelve from the first section of the questionnaires and on the interviews with teachers. These two questions were focused on the students' attitude towards the use of TV series. When it comes to question nine about the usefulness of TV series, all the students' answers except for one were positive (Yes) or rather positive (Rather yes). An interesting fact is that the frequency of the most positive answer was

higher among the students from the experimental groups as can be seen in the Figure 8 below.

Figure 8: Usefulness of TV series in ELT according to students of Bruntál school 3
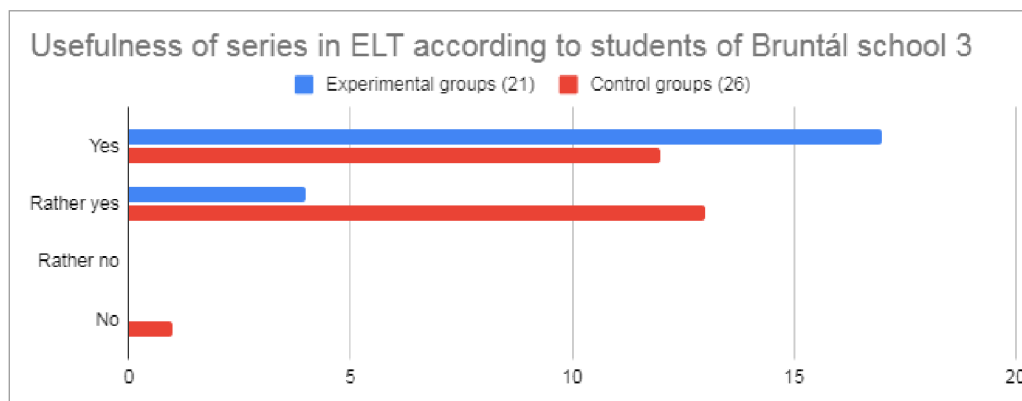
The reason for this might be caused by the fact that the students from the experimental groups were satisfied with the use of TV series in the experiment lessons and therefore saw more potential in such activities than the students from the control groups who were not acquainted with these activities.

When it comes to question number twelve, the students seem to be very open to more frequent use of TV series and there were only three cases of students who stated a negative opinion about it.

However, even the teachers were very positive when it comes to their attitude towards the use of TV series in lessons and no teacher seemed to be completely against it. Surely, some of them see obstacles in the fact that recent TV series are full of inappropriate language, the preparation for the lessons might seem hard for them and the classes must meet certain demands but in any case, the interviews do not suggest that they would reject the idea of potential the TV series might have in ELT.

Due to this, the answer for this last research question strikingly does not seem to be clearly positive, which seems to be a remarkable result.

3 Conclusion

This diploma thesis dealt with the use of TV series in ELT lessons in both theoretical and practical manner. In the theoretical part, the theories connected to the use of videos in ELT were discussed as well as the issue of motivation and the use of TV series and videos in ELT. The phenomenon of using audiovisual content during English lessons was discussed more thoroughly and the theoretical part offers several viewing techniques, phases of working with video, its advantages and disadvantages and examples of how video can be used for improving vocabulary, grammar, listening, writing and dealing with non-native dialects of English. In addition to that, there is a chapter focused on copyright laws.

The practical part was based on conducting a case study in Bruntál school 3 with the intention of finding out how the students of the most advanced grades and the teachers feel about the use of TV series in English lessons. The conducted case study attempted to answer all five research questions and the overall results seem to be very positive in terms of pupils and teachers' disposition towards the TV series and their use in ELT.

The first research question *"Does incorporating sequences from TV series have a positive effect on Bruntál School 3 students' satisfaction with the lesson?"* could not be clearly positively answered because the difference between satisfaction of control groups and experimental groups from the particular grades varied in favor of the experimental groups only marginally. The overall results were, however, very positive, which indicates that the students were mostly satisfied with all the lessons and the possibility for a more distinctive difference was therefore not so significant.

The answer of the second research question *"Does incorporating sequences from TV series have a positive effect on Bruntál School 3 students' attention during the lesson?"* does not seem to be clearly positive either. The results of the two grades are contradictory and the level of attention does not seem to be related to the use of TV series. The best results were measured in eighth grade control group and ninth grade experimental group. In addition to that, according to the interviews with teachers, videos can have even a negative effect on attention of the students.

Such experiences of the particular teachers go against Berk (2009, p. 2) who stated that video can have a positive impact on students concentration during the lessons (Berk, 2009, p. 2).

The third research question *"Does high frequency of watching TV series in English language correlate with higher popularity of English subject among students of Bruntál School 3?"* seems to have a positive answer and the measured results indicate there is a certain relation between the frequency of watching TV series and the popularity of English among eighth graders and ninth graders from Bruntál school 3.

The findings connected to the fourth research question *"What experience with the use of TV series in lessons do students of Bruntál School 3 have?"* seem to indicate that the students do not have much experience with the use of TV series in English lessons. Even though a considerable number of students stated to have an experience with TV series in ELT, the numbers do not correspond with the interviews with teachers, where only one teacher actively uses TV series in her lessons and this teacher do not teach the groups that were a part of this research. However, the remaining teachers use other types of videos such as sequences from movies. It is therefore possible that some students referred to the other videos in these questions or they might have a certain experience from other English groups.

The last research question *"Do students from Bruntál School 3 favor the idea of use of TV series in English lessons more than their teachers?"* surprisingly do not have a completely positive answer, because both the interviewed teachers and questioned students seem to have very positive attitude towards TV series. When it comes to students, the vast majority of them stated that they would be inclined to use TV series within their English lessons more frequently. Two teachers pronounced the same wish and even though the remaining teachers do not use TV series, they all frequently use some form of video aid during their lessons.

Apart from these five research questions, this research shows a certain relation between watching TV series and a positive attitude towards English subject. That

seems to be an interesting finding and it suggests that procrastination connected to watching TV series can possibly have a positive effect on the students.

The results obtained by this study seem to indicate that there is a certain potential in using TV series in Czech schools. Even though the findings of such a small sample can hardly present what the majority of students and teachers of eighth and ninth grades think about the use of TV series in ELT, it shows a specific example of lessons that were taught with the aid of TV series and the reactions of both the students and the teachers were positive. However, it is arguable how much the results could vary in case when the chosen school for the research would have a different management and English subject would not be such a priority.

Furthermore, since this study was conducted with such a small sample, it would certainly be interesting to conduct a more complex research covering the use of TV series in ELT among Czech students. If the sample was considerably larger and the students were possibly even tested to find out what effect the TV series had, the results could possibly highlight the usefulness of recent TV series in English language when it comes to English lessons.

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Appendix 1: Dotazník

Zakroužkuj odpovědi, se kterými souhlasíš

Sekce 1 - Seriály

1. Baví tě angličtina?

a) Hodně   b) Spíše baví   c) Spíše nebaví   d) Vůbec nebaví

2. Myslíš si, že ti angličtina jde?

a) Ano   b) Spíše ano   c) Spíše ne   d) Ne

3. Jak často sleduješ seriály v originálním anglickém znění?

a) Vůbec

b) Téměř vůbec

c) Každý měsíc

d) Jedenkrát za týden

e) Několikrát týdně

f) Každý den

4. Máš zapnuté titulky, když sleduješ seriály v anglickém znění?

a) Ano, anglické titulky

b) Ano, české titulky

c) Ano, anglické nebo české titulky

d) Někdy anglické, někdy sleduji bez titulků

e) Někdy české, někdy sleduji bez titulků

f) Někdy české, někdy anglické, někdy sleduji bez titulků

g) Sleduji bez titulků

5. Jaké jsou tvé oblíbené seriály v anglickém jazyce?

6. Setkal/setkala ses s využitím seriálů v hodinách angličtiny?

a) Ano   b) Ne

7. Jak často se u vás používají seriály ve výuce angličtiny?

a) Nikdy

b) 1-2x za rok

c) Několikrát za rok

d) 1-2x za měsíc

e) Každý týden

f) Jiná možnost:

8. Jakým způsobem seriály využíváte v hodinách? *(i více možností)*

a) K představení/procvičení nového gramatického jevu

b) Ke zlepšení komunikace v angličtině

c) Ke zlepšení výslovnosti

d) K představení nové slovní zásoby

e) K procvičování psaní

f) K představení kultury (např. USA, Británie)

g) K představení různých akcentů v rámci angličtiny

h) Na ukázku větných vazeb v konkrétních situacích (např. odbavení na letišti, objednávání jídla, konkrétního rozhovoru mezi přáteli apod.)

ch) K motivaci a otevření diskuze

i) Jiné využití:

9. Považuješ využití seriálů v hodinách angličtiny za užitečné?

a) Ano   b) Spíše ano   c) Spíše ne   d) Ne

10. Pro jaké účely ti přijde sledování seriálů v hodinách angličtiny užitečné?
(i více možností)

a) K představení/procvičení nového gramatického jevu

b) Ke zlepšení komunikace v angličtině

c) Ke zlepšení výslovnosti

d) K představení nové slovní zásoby

e) K procvičování psaní

f) K představení kultury (např. USA, Británie)

g) K představení různých akcentů v rámci angličtiny

h) Na ukázku větných vazeb v konkrétních situacích (např. odbavení na letišti, objednávání jídla, konkrétního rozhovoru mezi přáteli apod.)

ch) K motivaci a otevření diskuze

i) Jiné využití:

11. Baví tě tento způsob výuky s využitím seriálů?

a) Ano   b) Spíše ano   c) Spíše ne   d) Ne

12. Chtěl/chtěla bys, aby byly seriály využívány ve výuce častěji?

a) Ano   b) Spíše ano   c) Spíše ne   d) Ne

13. Setkal/setkala ses s využitím jiného typu videí v hodinách angličtiny?

a) Ano   b) Ne

14. Jak často se u vás používají jiné typy videí ve výuce angličtiny?

a) Nikdy

b) 1-2x za rok

c) Několikrát za rok

d) 1-2x za měsíc

e) Každý týden

f) Jiná možnost:

15. Baví tě tento způsob výuky s využitím videí

a) Ano   b) Spíše ano   c) Spíše ne   d) Ne

Sekce 2 - Otázky k dnešní hodině

1. Máš pocit, že ses dnes naučil/naučila něco nového?

Ano   Spíše ano   Spíše ne   Ne

2. Co nového ses dnes naučil/naučila? (slovíčka, gramatika)

3. Na kolik procent se ti dařilo držet pozornost v průběhu hodiny? (0-100%)

4. Bavila tě dnešní hodina?

a) Ano   b) Spíše ano   c) Spíše ne   d) Ne

5. Líbila se ti použitá ukázka ze seriálu/Ella'sproblem?

a) Ano   b) Spíše ano   c) Spíše ne   d) Ne

6. Co bys na dnešní hodině změnil/změnila?

Appendix 2: Questionnaire (English version)

Circle the answers you agree with

Section one – Series and English lessons

1. How much do you like English?

a) Extremely b) Very much c) Slightly d) Not at all

2. Do you consider yourself to be good at English?

a) Yes b) Rather yes c) Rather no d) No

3. How often do you watch English TV series in the original English language?

a) Not at all

b) Almost not at all

c) Every month

d) Once a week

e) A few times a week

f) Every day

4. Do you have the subtitles switched on when you watch TV series in the original English language?

a) Yes, English subtitles

b) Yes, Czech subtitles

c) Yes, English or Czech subtitles

d) Sometimes English subtitles, sometimes without the subtitles

e) Sometimes Czech subtitles, sometimes without the subtitles

f) Sometimes Czech, sometimes English, sometimes without the subtitles

g) I don't have the subtitles switched on

5. What are your favorite TV series that you watch in original English language

6. Have you ever encountered the use of TV series in the English lessons?

a) Yes   b) No

7. How frequently do you use TV series in English lessons?

a) Never

b) Once or twice a year

c) A few times a year

d) Once or twice a month

e) Every week

f) A different option:

8. How do you use TV series in English lessons? *(multiple answers possible)*

a) For presentation/practice of the new grammar

b) To improve communication in English

c) To improve pronunciation

d) For presentation of new vocabulary

e) To practice writing

f) To present a culture (Such as USA, Britain)

g) To present various accents of English

h) As an example of sentence structures in particular situations (for example check-in at the airport, ordering a food, etc.)

ch) For motivation and to open a discussion

i) A different use:

9. Do you consider use of TV series in English lessons to be useful?

a) Yes   b) Rather yes   c) Rather no   d) No

10. For what reason do you consider TV series to be useful in English lessons?

a) For presentation/practice of the new grammar

b) To improve communication in English

c) To improve pronunciation

d) For presentation of new vocabulary

e) To practice writing

f) To present a culture (Such as USA, Britain)

g) To present various accents of English

h) As an example of sentence structures in particular situations (for example check-in at the airport, ordering a food, etc.)

ch) For motivation and to open a discussion

i) A different use:

11. Do you like the lessons with the use of TV series?

a) Yes   b) Rather yes   c) Rather no   d) No

12. Would you like TV series to be used more frequently in your English lessons?

a) Yes   b) Rather yes   c) Rather no   d) No

13. Have you ever encountered the use of other type of video materials during English lessons?

a) Yes   b) No

14. How frequently do you use other video materials during your English lessons?

a) Never

b) Once or twice a year

c) A few times a year

d) Once or twice a month

e) Every week

f) A different option:

15. Do you like the lessons with the use of other video materials?

a) Yes   b) Rather yes   c) Rather no   d) No

Section two – Today's lesson

1. Do you think you know something new after today's lesson?

a) Yes   b) Rather yes   c) Rather no   d) No

2. What did you learn today (vocabulary, grammar, language skills...)?

3. At what percentage do you consider that you managed to keep your attention during the lesson? (0-100%)"

4. Did you like today's lesson?

a) Yes   b) Rather yes   c) Rather no   d) No

5. Did you like the used sequence from the TV series/"Ella's problem"?

a) Yes   b) Rather yes   c) Rather no   d) No

6. What would you change about today's lesson?

Appendix 3: Interviews with teachers

Transcript of recording No. 1

Interview with teacher A with open coding

Used symbolism: I - interviewer

	I:	Popsala bys prosím svůj postoj k využívání současných seriálů během výuky angličtiny v originálním anglickém znění?
Positive attitude towards TV series in ELT	A:	**Postoj kladný asi, asi to přispěje jako k zábavnější výuce, pestřejší, děcka to rozhodně bude bavit.**
	I:	A ty sama jsi někdy používala seriály v hodinách nebo slyšela jsi o tom třeba od kolegů.
Not using TV series	A:	**Od kolegů ne a já sama jsem používala krátké jenom videa, nebyly to seriály, ale jenom krátké videa.**
	I:	A jaké typy videí to byly?
Vocabulary Subtitles Ready made materials	A:	**Buď to byly přímo videa určené jako k výuce jazyků to znamená že byly krátké, tříminutové, byly s titulkama a byly tam zopakované všechny slovíčka už v rámci toho videa na konci a byly to vždycky úseky nějakých jakože… filmů, jo, buď kreslených nebo nebo normálních, ale bylo to už přímo jakože udělané na výuku.**
	I:	Takže to byly teda…
Ready made materials	A:	**Já jsem s tím nic moc nedělala.**
	I:	Jasně, takže už to byly nějaké připravené… A v rámci třeba žánrů nebo něčeho to bylo někam specificky…
Thematic use Motivation	A:	**V rámci témat.. V rámci nějakého třeba tématu anebo na zpestření jenom, že jsem to jako uplně nezahrnovala do výuky a do tématu.**
	I:	V čem vidíš případné výhody nebo nevýhody využití seriálů v angličtině?
Reading Speaking Listening Understanding Viewing technique	A:	**No tak já vidím hlavně výhodu v té vizuální stránce, jo, že ty děcka to vidí a jako s tím videem se dá pracovat všelijak. Tam se dá prostě pustit na začátku jenom zvuk, jo, ať to jenom poslechnou bez jakékoliv vizuální podpory. Pak se jim to dá pustit třeba právě jenom obraz bez zvuku, kdy oni si to vlastně domyslí o čem to je, takže tak se dá s tím pracovat, oni vlastně vymýšlí jo svůj text a pak se jim to třeba pustí úplně celé. Takže jako přínos, nevím, jaký si to uděláš, takový to máš, jak to potřebuješ zpracovat nebo na co to potřebuješ, tak na to si to člověk jako upraví a má to víceméně bych řekla využití na úplně všechno, na poslech, na čtení, na porozumění, na speaking, na všechno.**
	I:	A v rámci časovýho horizontu jak dlouho pracujete takhle ve třídě s videi a jak často?
Need of results	A:	**Já nevím, tak dvakrát do měsíce jim něco**

Frequency of use		takového pustím, podle toho jak stíháme, nestíháme, jo pro nás je na prvním místě držet se ŠVP a pokud zjistím, že jako nestíháme to ŠVP, tak musím nahnat trošku, tak jedem a videa jsou jen okrajově, ale všeobecně bych řekla že tak dvakrát do měsíce.
	I:	Účastnila ses někdy nějakých workshopů, které se zabývají tady tím fenoménem využití videí nebo seriálů v hodinách angličtiny?
Theoretical background	A:	Přímo jako na videa ne, to jsem neměla, ale já mám sama metodiku na využití videí.
	I:	Tak to je ode mě asi všechno, děkuji moc za rozhovor.

Transcript of recording No. 2

Interview with teacher B with open coding

	I:	Popsal byste mi prosím svůj postoj k využívání současných seriálů během výuky ngličtiny v originálním znění?
Positive attitude towards TV series in ELT Rare use of TV series	B:	Joo, mám k tomu kladný postoj, ale spíš než seriály používáme v hodinách filmy. Jako jo, dělali jsme s devítkou vyjímečně seriál Homeland, protože se to jednu dobu nabízelo skrz průřezová témata, je tam politika, práva, reflektovalo to atentáty ve Francii a v Německu, odráželo současné dění.
	I:	Jo jasný..
Movies	B:	Ale většinou fakt ty filmy.
	I:	A jaké filmy třeba tak používáte?
Specific movies	B:	Je to hodně různé, většinou to má spojitost se současným děním, třeba když bylo teď 80 let od atentátu na Heydricha, tak jsme promítali Anthropoid, tam v tom byly zase ty průřezové témata, rozebírali jsme historii, Lidice a tak.. S deváťákama teď dělám třeba Memphis - je to o druhé světové válce, jak se připravovali piloti, je to podle pravdivých událostí.. Většinou se snažím shánět nové filmy, co je v kině zrovna, to je pak víc aktivizující. Pak nějaká reflexe na současný témata. A hlavně pak kreslené pohádky, ale ne úplně pohádky pro děti, třeba Zootropolis jsme pouštěli, znáte?
	I:	Asi neznám, moc mi to neříká
Specific movies	B:	Strašně známej film, anebo třeba o takové té bílé příšeře, co se chce vrátit na Mount Everest – Abominable se to jmenuje. Nebo How to train your dragon a další...
	I:	A jak dlouho pracujete s těma filmama?
Length of sequences Subtitles Viewing technique Slang	B:	Většinou pouštíme krátké sekvence 15 minut s titulkama, máme na to takový proces, bavíme se o tom každou hodinu a děcka si maj zapsat pět vět, o čem to bylo a další hodinu se k tomu pak

		vrátíme a oni zase zapíšou pět vět a skládají ten příběh. Když pak někdo chybí, tak si dopíše těch pět vět podle toho, co říkají ostatní. Takže díky filmům takhle probíhá víc aktivit.. Jinak v rámci aktivit s tím filmem někdy třeba stopnu video a zeptám se, co tam zaznělo, třeba slangové výrazy, nebo konkrétní případy nějakých vět…
	I:	Hustý, to je skvělý,a jak často takhle něco pouštíte?
Frequency of use Advanced group Motivated group	B:	Koukaj tak jedenkrát týdně, dívají se na to vlastně docela seriálově, mají to rozfázované na části, celý film se pak stihne většinou tak.. za měsíc, měsíc a půl až dva. A taky když splní 6 lekcí do dubna, tak mají pak aktivity navíc, víc seriály, chodí ven nebo i speciální aktivity, že pujdou zkoušet lidi do informačního centra anglicky v převlečení za švece, zkusí v jakém obchodě mluví prodavači anglicky, kde ne, na zahradu chodí dělat giving diretions, výuka venku, pak výuka na zahradě, to je baví, když stíhají, a ty moje třídy stíhají, tak můžou. Na těch děckách je hlavně fakt znát, že dělají angličtinu pro sebe, ne kvůli známce.
	I:	To je super, vy jste byl třeba na nějakých workshopech nebo přednáškách, které by se tím zabývaly?
Theoretical background	B:	Přednášky ne, spíš tak z vlastní iniciativy a zkušeností
	I:	A proč vlastně dáváte přednost filmům před seriály?
Why not TV series	B:	Seriál se neprobere, je to dlouhý, to by se muselo dělat celý rok, takhle se může skočit do různých oblastí a za celý rok se stihnou třeba čtyři filmy.
	I:	A máte nějaké preference co se žánrů týče?
Inappropriate content	B:	Nejčastěji to jsou asi komedie.. ty zmíněné filmy z druhé světové války byly spíš v rámci průřezových témat, ale jinak třeba akční filmy moc nemá smysl sledovat ve škole, tam se jen střílí a motivace žáků je jen koukat na film a ne sledovat tu angličtinu.
	I:	A krom těch akčních filmů jsou i nějaké další věci, kterým se snažíte vyhnout?
Inappropriate content	B:	Určitě vulgarity nejsou vhodné, to nespadá do oblasti školství.
	I:	Vnímáte nějaké nevýhody takovéhoto využití videí ve škole?
Attention issues	B:	Určitě záleží na skupině, když to není pokročilá skupina, tak to nejde, jde taky o konkrétní žáky, když to někdo bere jako odpočinek, tak tam pak není pozitivní efekt v rámci pozornosti, ale spíš negativní.. Studenti se na to nesmí dívat tak, že budeme koukat na film a nebudeme nic dělat, musí to být dobrá skupina. Tady je určitě výhoda, že jsou ty skupiny děleny podle úrovní, jsme takhle jedinná škola v Bruntále, jinde to mají třeba abecedně...

	I:	Tak to je ode mě asi všechno, děkuju moc za rozhovor.

Transcript of recording No. 3

Interview with teacher C with open coding

	I:	Tak jestli můžu první otázku, jaký je váš vztah k využití seriálů v hodinách angličtiny?
Positive attitude towards TV series in ELT Need of results Young teacher	C:	**Určitě dobrý, já sama jsem to několikrát zařazovala, ne teda tolikrát, kolik bych chtěla, protože jsem na to úplně neměla prostor, já učím teprve prvním rokem, takže ještě sama jakože hodně bojuju s tím, abych všechno stihla probrat tak, jak mám, ale určitě to beru jako hodně dobrou věc, protože žáci k tomu mají sami dobrý vztah a když využijete něco, k čemu oni sami mají vztah, co rádi sledují doma, tak si myslím, že z toho jde jenom těžit.**
	I:	To je skvělý, já jsem to vnímal stejně, když jsem měl ty hodiny s těma seriálama, že to takhle bylo.. A jaké seriály případně používate?
	C:	**Takhle.. Máte to jenom na seriály?**
	I:	Mám to na seriály, ale jestli máte filmy, klidně mi řekněte i filmy.
Generation gap Specific TV series	C:	**Takže teď jsem nedávno měla Simpsonovi, tam si myslím, to jsem byla celkem překvapená, že ne všichni znali Simpsonovi**
	I:	No už je to starší možná trošku no..
Specific TV series	C:	**No ale pořád si myslím, že to táhne, ale co mě právě překvapilo tak hodně jedou ještě Přátelé, to je ještě starší že…**
	I:	Joo to mi psali do dotazníků hodně často..
Specific TV series Specific movie	C:	**Přátelé no.. Pak jsem pouštěla z filmů Jumanji a co jsme ještě pouštěli… IT Crowd, jestli znáte..**
	I:	Asi neznám..
	C:	**Takový suchý britský humor, to se moc neuchytilo, ale pracovali jsme s tím.. A co tam ještě bylo… Já si teďka jako nevzpomenu..**
	I:	Jo a to nemusí být takovej seznam… A k čemu využíváte třeba tady ty seriály nebo videa?
Vocabulary Need of authentic materials	C:	**Hlavně na slovní zásobu, to, jak skutečně se mluví, ne na učebnicové poslechy, ale jak to funguje, když se mluví opravdu autenticky. Jo, ne když tam sedí člověk a cíleně za účelem nahrávky mluví nastrojeně. To pro mě není ta autentická angličtina, se kterou by žáci měli být ve styku. A na tom jdou právě i pěkně ukazovat věci, které my se učíme a jak funguje hovorová angličtina kolikrát. Protože oni znají více tu hovorovou než tu spisovnou a pak mi to používají v hodinách, takže je dobré potom i ukazovat na ty rozdíly.**
	I:	To je skvělý úplně. A krom slovní zásoby případně ještě něco, třeba gramatiku novou, jestli tím

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		ukazujete nebo…
Specific TV series Grammar Advanced group	C:	**Třeba časy, na Teorii velkého třesku, ale to bylo jenom pro zajímavost, tam hodně probírali v jednom díle předpřítomný, předminulý čas, jak to na sebe jakože navazuje, jak se to používá. Jako je to hodně vysoká úroveň gramatiky na ně, ale ti silnější to pochytili. Já jsem totiž tento rok dostala skupinu, která je hodně silná, ti osmáci, takže tam jsem si to mohla dovolit, takže i na tu gramatiku.**
	I:	A když pouštíte takhle seriál, tak s titulkama, nebo třeba i bez titulků zkoušíte někdy?
Subtitles Vocabulary Grammar	C:	**Jak kdy, já jsem totiž narazila i na youtubové kanály, které mají vyloženě už sestříhané filmy a seriály, které tam dávají právě ty titulky. A takhle, oni to pustí nejdřív, myslím, bez titulků nebo s titulkama, vypíchnou tam tu slovní zásobu nebo tu gramatiku, kterou chtějí a pak to pustí až to ty děcka mají všechno nasáté, tak už to se pustí bez titulků. Takže jak kdy, záleží, jak na co, třeba když je to gramatika, tak spíš titulky, ale pokud slovní zásoba, tak často bez titulků.**
	I:	Jasný. A vy jste třeba takhle byla na nějakém workshopu nebo semináři ohledně tohodle…
	C:	**Nene, vůbec..**
	I:	..nebo čistě sama takhle jste začala?
Importance of TV series	C:	**Ano, tu angličtinu sama, protože já, co jsem se nejvíc naučila anglicky, tak právě z těch seriálů, tak, jak funguje ten jazyk ve skutečných situacích.**
	I:	Jasný, to je úplně super.
Lack of learning possibilities	C:	**Ale je to škoda, protože si myslím, že to využití by mohlo být daleko daleko větší, daleko lépe by to mohlo být zapracováno do těch hodin. Ale do toho by se musel někdo dokopat, no, protože i tohle je hodně velká práce.**
	I:	Takže vidíte největší problém v tom, že nejsou jako materiály hotové, které by se daly vzít a přímo použít v hodinách?
Lack of learning possibilities	C:	**Ještě jsem na ně tolik nenarazila. A rozhodně ne na české materiály. Jo i to youtube video, které jsem jim pouštěla, tak to byli prostě angličani, američani, učitelé angličtiny z jiných zemí.. Ne nikdo, kdo by se zaměřil.. Jako možná se pletu, přiznám se, že jsem možná ani jako nezkoušela tolik pátrat po českých materiálech, jak zakomponovat filmy/seriály do hodin, ale když už jsem na něco narazila, tak to bylo cizojazyčné.**
	I:	A vidíte tam velký rozdíl, když jsou ty materiály přímo třeba anglicky dělané nebo když jsou české? Protože to zadání stejně může být třeba anglicky..
	C:	**Ne, tak jsem to nemyslela, jakože častěji na zpracování.. Nebo takhle, já bych se účastnila i nějakých kurzů tady v Česku, kdyby byly..**

Lack of learning possibilities	I:	Jo takhle..
	C:	**A to by asi bylo vedené prostě někým, nějakým čechem.**
	I:	Jo jasně jasně..
	C:	**Takhle to myslím.**
	I:	Jo já jsem myslel, že to bylo k těm materiálům, jako kde je shánět…
Lack of learning possibilities	C:	**Ne ne ne, to vůbec, to vůbec, tohle jako mi nedělá problém nebo jako je mi jedno, jestli to je v českým jazyce nebo anglickém, ale různých právě workshopů a webinářů i seminářů, kdybych jela třeba na nějaký intenzivní workshop víkendový, nedělalo by mi to problém, ale fakt jsem ještě nenarazila na nic, co by se tady mohlo konat. Ale fakt se možná pletu, nezkoumala jsem to zatím takhle..**
	I:	Jo jasný, ale super, že vás to láká, to je skvělý. A třeba v rámci žánrů nebo toho, co vám přijde vhodné v rámci hodin, tak máte nějak to…
Inappropriate content	C:	**No určitě si každý díl nebo scénku z filmu pouštím, protože i třeba ti Přátelé, ne všechno je tam vhodné, Teorie velkého třesku nebo třeba Dva a půl chlapa, to taky jede hodně. Ale tam je to tak nabité prostě pro školu nevhodnými scénkami, ale oni se na to jako koukají, jenom to nemůžeme úplně převést do školního prostředí. Takže určitě vybírat podle vhodnosti, ale myslím si, že Simpsonovi víceméně nejsou nějak…**
	I:	No jasně..
Vulgar pop-culture	C:	**Ale oni právě tíhnou k tomu, jako třeba k Southparku..**
	I:	To už je hodně ale potom..
	C:	**To už… no..**
	I:	Já vím, že jsem měl právě problém najít sekvence, který právě by byly úplně bez nevhodnýho jazyka a je to všude skoro.
Vulgar pop-culture	C:	**Ale je to vlastně hodně omezené, protože to jsou právě ty seriály, filmy, na co oni koukají, protože jako nalejme si čistého vína, my jim tady můžeme říkat nemluvte sprostě, to se nedělá, tytyty a pak přijdeme domů..**
	I:	A oni stejně pouští co chtějí žejo si..
Inaproppriate content	C:	**A tak no.. Akorát to teda není vhodné tahat do školního prostředí jako cíleně**
	I:	Určitě, určitě.. A ještě prosímvás, jak často často ještě používáte takhle videa nebo seriály?
Frequency of use Need of results Time consuming preparation	C:	**Nemůžu moc často, protože tady v té jazykovce mám jednu hodinu týdně a to ještě tak, když někdo třeba nepotřebuje vyloženě vyměnit, takže já vždycky musím mít záložní plán.. Jak říkám, já učím prvním rokem a už je pro mě jakože o dost složitější, já si pořád ty hodiny plánuji ještě pořádně a je pro mě složitější si na jednu hodinu**

	I:	naplánovat jako plán A, plán B, kdybych náhodou nemohla být v jazykovce..
	I:	Že to je na dlouho po tom…
Frequency of use	C:	**No no.. Takže říkám, ne tak často, jak bych chtěla**
	I:	A vy máte osmičku i devítku?
	C:	**Já mám šestky, osmičky a devítky. Devítku mám teďka ale jenom od ledna.**
	I:	A vy jste říkala, že máte nějakou silnější skupinu
Advanced group	C:	**To ačko osmičky mám silnější skupinu rozhodně, tam jsou dvě tři vyjímky jako, které jsou opravdu slabé, ale jinak zbytek říkám Simpsonovy mi minule zvládli bez problému**
	I:	No já jsem strašně byl překvapenej, jak dobře zvládali ty seriály, co jsem donesl, oni teda znali oba seriály, většina těch děcek, že Big Mouth znala větší polovina třídy a Ricka a Mortyho znali úplně všichni, takže tam to bylo fakt supr, že jsem jenom tak zběžně představil ty postavy nějaké, co byly v té scénce a šlo to super. Že oni fakt třeba zrovna u toho Big Mouth, já jsem to poprvé pustil bez titulků a oni to nechtěli ani s titulkama už a pak byli normálně schopní úplně všechno zodpovědět dobře
Need of authentic materials	C:	**Tak by to ale mělo být, protože když si pustíte z učebnic namluvené ty.. Jo, ono to třeba na nějaké začátky těm děckám to pomůže, jako šesťákům nemůžete asi bez titulků pustit Ricka a Mortyho, ale jako podle mě je to moc strojené v těch učebnicích.**
	I:	A mně přijde, že ty děcka tomu můžou i klidně i hůř rozumnět, protože jak dneska všichni scrollujou tiktok, instagram a všechno, tak tam jsou zvyklí spíš na tu běžnou angličtinu..
	C:	**Přesně tak**
	I:	..která má tu dikci prostě jinou a je to, je to jiný
	C:	**Takže se asi shodneme**
	I:	Jo asi se shodnem
	C:	**Nemám k tomu vůbec negativní přístup**
	I:	Tak to je ode mě asi všechno, děkuju moc za rozhovor

Transcript of recording No. 4

Interview with teacher D with open coding

	I:	Popsala byste prosím svůj postoj k využívání současných seriálů v hodinách angličtiny?
Level issue	D:	**Jak už jsem vám psala, já to moc nevyužívám, protože já mám většinou ty děti které mají nějaký problém vůbec s tím se vyjádřit.**
		Rozhovor přerušen - do kabinetu přišel další učitel pro nějaké dokumenty
	I:	Takže nepoužíváte je teda v hodinách, že máte slabší třídy?

Level issue	D:	**Ne ne ne, to oni by vůbec nechápali o co jde, oni mají problém se základní slovní zásobou, oni nerozumí těm slovíčkům když je slyší, když je píšou, protože tam jsou většinou dyslektičtí žáci a oni s tím mají obrovský problém.**
	I:	A když teda nepoužíváte seriály tak používáte nějaké jiná videa případně?
Grammar	D:	**Jo tak třeba na předpřítomný čas videa i písničky různé a takové, něco kratšího.**
	I:	Takže vyloženě nějaké jako edukační materiály které jsou zpracované na konkrétní třeba gramatické jevy?
Level issue	D:	**Třeba, no, ale jako ne příliš, protože ty děcka to pak jako nestíhají.**
	I:	Jasný.. A myslíte, že třeba ty současné seriály skrz to, že to ty děcka znají, tak že by to vůbec stejně nemělo smysl?
Generation gap Inappropriate content	D:	**Já nevím, jako možná by to mělo smysl, ale nevím, jak dalece je znají nebo neznají.. Ale taky na těch seriálech některých jako třeba Simpsonovi, ty bych jim nepouštěla, protože si myslím, že je tam spousta takové nevhodné slovní zásoby.**
	I:	Jo určitě, určitě, já jsem měl docela problém vybrat něco z těch současných seriálů, aby tam nebyly žádný sprostý…
Inappropriate content	D:	**No právě.. Aby tam nebyly žádné sprosťárny, to si myslím, že je velký problém u těch seriálů, aby to člověk chytil žejo..**
	I:	Takže kdybyste třeba věděla o nějaké stránce, kde by to bylo zpracované všechno a byly by tam konkrétní..
	D:	**Joo ale nemuselo by to tam být celé, třeba by mi stačily ukázky**
	I:	Jo jasně jasně, však krátký sekvence, já jsem taky v těch hodinách pouštěl tříminutový úseky
	D:	**No tak to by bylo ideální… No tak jako třeba co máme učebnice, tak to tam mají zpracované, že, komiksy nebo takové věci**
	I:	Jasný jasný, takové ty příběhy co bývají v těch Projectech, jasný…A znáte třeba od kolegů, jestli používají seriály?
Colegues' experiences Theoretical background	D:	**Vím, že kolegyně říkala, ale to snad jenom ke konverzaci používala teď nevím si nejsem jistá, že používala konverzaci, že vždycky se dívali snad půl roku nebo kolik na nějaký seriál co navazoval ale taky se to nedá dělat pořád žejo, ale myslím, že to říkala vloni nebo předloni, nevím už. My jsme se o tom bavili, konverzace je vlastně předmět navíc, že, takže tam se ty děcka tomu můžou věnovat. To už je jako nadstavba**
	I:	Jasný, takže to nebylo v klasických hodinách, ale bylo to v konverzačních… A případně filmy třeba nebo něco takového jste..
Need of results	D:	**No tak filmy, tak většinou na konci roku, žejo, se**

		díváme..
	I:	Jo jasný, jo tak já nemyslím třeba celý filmy, myslím třeba sekvence…
Need of results	D:	**No ale jak říkám, zas jenom nějaký prostor je na to**
	I:	A byla jste třeba někdy na nějakém workshopu nebo přednášce nebo školení takhle zaměřeném na využití videí nebo seriálů nebo…
Viewing technique	D:	**Joo určitě, s nějakou paní, teď nevím jak se jmenovala, jsme si to objednávali s kolegyní a ona tam ukazovala právě i ty videa. I třeba jako videa bez zvuku, takže třeba děcka k tomu můžou vymyslet text.**
	I:	Joo, to takhle je jedna z těch metod silent viewing, tak to je super. A co případně za vás teda nesmí obsahovat videa abyste je mohla pustit v hodině, nebo co vám přijde, že je vhodné a co není?
Inappropriate content	D:	**No tu sprostou mluvu určitě ne a taky hodně násilí, některý ty seriály jsou hodně násilné, tak to jako když je to krvavé, tak já sama se na to nechci dívat, tak … aby se na to ještě děcka musely dívat..**
	I:	Joo, jasný, jasný, chápu..
Specific TV series	D:	**Ale třeba to s tím autistou, to je jako dobrej seriál, jak se to jmenuje.. Si to nevzpomenu..**
	I:	Jo, myslíte teorii velkého třesku?
	D:	**Ano ano, to si myslím, že tam jako.. Ikdyž tam jsou taky některé věci, žejo, které děcka nepochopí, protože to je právě ten autistický svět, no.**
	I:	Jasný no, a je tam strašně moc těch vědeckých pojmů a tak.
Advanced group	D:	**Ano, ano, no, ale tak pro ty dobré děcka to může být.. To člověk zase musí odhadnout podle toho jak má silný ty děcka.**
	I:	Jo já vím, že já sám bych bez titulků měl problém skrz to jak je tam občas komplikovaná slovní zásoba.
Subtitles	D:	**Jo jo, ale já jim to většinou pustím s titulkama, to je další věc, jakože to je pro mě důležité, aby to mělo titulky**
	I:	A v angličtině?
Subtitles	D:	**V angličtině no, v češtině je to k ničemu.**
	I:	No jasně jasně.
Subtitles	D:	**Jako hledám takovou, kde mají titulky.**
	I:	Přijde vám, že seriály můžou být dobré v rámci motivace pro ty děcka?
	D:	**Jo myslím, že jo, ale jak říkám, jak, jako, ne pokaždé, žejo..**
Motivation	I:	No jasně, že teda záleží na těch konkrétních skupinách, jak jsou pokročilí
Attention issues	D:	**Některé děcka totiž dostanou pocit jakože aha, dneska se díváme, tak nic neděláme, jo. Že maj pocit, že nemusí a že nezaměří tu pozornost na to,**

		takže jako motivaci, ale jako krátce na začátku, žejo, třeba
	I:	Jo jasný, jasný, já jsem to právě měl do tématických celků jako úvod, že tam byl právě Relationships a Problems, tak jsem tam měl vždycky k tomu nějakou sekvenci, která se k tomu vztahovala a zároveň jsem se snažil to zaměřit i přímo na tu gramatiku, že tam byly třeba ty konkrétní jazykový jevy, tak jsem se snažil to takhle nějak cílit.
Time consuming preparation	D:	**No.. ale to máte spoustu práce navíc, že?**
	I:	No, je to docela na dlouho ta příprava
Time consuming preparation	D:	**To je jako náročné, aby ten člověk vybral aby to tam sedělo..**
	I:	No já jsem chtěl právě ty nejnovější věci, který ty děcka sledujou a fakt se mi podařilo třeba i že když jsem se ptal, jestli to znají, tak fakt většina tý třídy jako věděla o co jde a znala to vyloženě, takže to bylo v tomhle super.
Generation gap	D:	**Jo tak v tomhle jo, no, takže vy se trefíte do jejich vkusu.. To já už se asi netrefím (smích)**
	I:	Ale já si myslím, že to jde hodně dělat podle nějakých seznamů, že si napíšete series for teens nebo tak.. Já si myslím, že to už je asi všechno ode mě.. Ještě prosímvás, jak často používáte třeba nějaké videa v hodinách?
Frequency of use	D:	**Já nevím, tak 3x – 4x do měsíce, to záleží no, říkám na konci roku je to asi víc, protože tam už třeba v devítce, tam už nemá smysl, že je nějak k tomu posouvat, když oni sami už nechcou, protože oni už nechcou po příjmačkách..**
	I:	Jo? Vyloženě už se stopnou a už nechtějí?
	D:	**No tak jako někteří jo, to jako jakmile se dostali na školu, však to znáte, ne, jste chodil na základní školu**
	I:	Joo, ale tak, mně přijde, já jsem angličtinu vždycky bral že je to spíš takovej jako zábavnej předmět..
Level issue	D:	**No ale tak nejste dyslektik a nejste dysgrafik, jako tyhlety děcka, oni mají obrovský problém, jako to se jinak napíše, jinak se to vysloví, pro ně je to úplně šílené. A když jich tam máte deset nebo dvanáct, tak co tam chcete dělat…**
	I:	Ale já vlastně.. mi přijde, že poslední dobou jak jsou hrozně rychlý ty sociální sítě, tak mi přijde, že ty děcka vlastně jsou zvyklí na tu angličtinu, protože všude na tiktoku, instagramu a takhle oni jsou furt v nějakým kontaktu s tou angličtinou, protože většina těch videí, který oni sledujou, tak jsou vlastně anglicky…
Level issue	D:	**To je možné no, ale většinou jsou to takové úplně jednoduché věci, že se člověk začne, jako v té devítce už je to tak jako, jsem říkala, tak jako děcka už jsme hlubší a oni si nepamatují slovíčka z prvního stupně, jsme se tam teď dneska.. jeden**

		kluk mi furt plete breakfast, dinner a lunch jo v osmičce v devítce, no tak co potom po něm můžu chtít. Jako právě to jsem říkala, že nejhorší je na tom to, že oni mají takové možnosti, jaké my jsme vůbec ani se nám nesnilo a výsledky nejsou
	I:	Ale já si říkám, jestli třeba není možný, že ty děcka líp rozumí tý fakt normální mluvený angličtině než nějakým cvičením třeba, který se pouštějí skrz poslechy v těch učebnicích, protože jim to může připadat vlastně normálnější nebo víc…
Knowledge differences	D:	**Jak kdo, to já poznám jak kdo, ale potom ty děcka, co jsou jako takhle hodně jak říkáte na sociálních sítích tak oni v té hodině to zvládnou bez problému, ale jsou děcka, které to sledujou a třeba tomu vůbec nerozumí, oni se na ten text ani nepodívaj, oni se zaměří jenom na to, že se tam něco stalo jako, třeba ten tiktok znova**
	I:	Ne tak já neříkám, že tiktok je dobrý medium na výuku
	D:	**To je minuta ne?**
	I:	No to je kratší i, třeba patnáctivteřinový
	D:	**No patnáctivteřinové? Vždyť tam nestihnou ani nic říct, to je.. Takže oni se dívají, protože se to hýbe…**
	I:	Tak já si myslím, že to je ode mě už všechno, tak fakt moc děkuju

Transcript of recording No. 5

Interview with teacher E with open coding

	I:	Jaký je váš vztah celkově k využití seriálů takhle v hodinách angličtiny?
Positive attitude towards TV series in ELT	E:	**Chtěla bych to do budoucna určitě zařadit do výuky, každopádně, ať já učím třeba i francouzštinu, takže i ve francozštině a myslím si že od malých po větší, už jsem to plánovala, bohužel jsem se k tomu nedostala ještě.**
	I:	To je super a používáte kdyžtak třeba jiná videa v hodinách?
		Rozhovor přerušen - do třídy vešla skupina žáků – přesunuli jsme se do jiné učebny
	I:	Takže jiná videa teda používáte takhle v hodinách
Songs	E:	**Jo jo jo, určitě, je tím myšleno aji třeba písničky přes internet?**
	I:	Jo určitě, jestli to je s videama.. No a jakým způsobem vyhledáváte ty videa?
	E:	**YouTube hodně, pak mám různé stránky… Musím se držet angličtiny nebo může být i francouzština?**
	I:	Asi spíš tu angličtinu hlavně.
Sources	E:	**Tak tam je ten British council, teď si nevybavuju co tam mám ale hlavně asi ten youtube začínám..**

	I:	A využíváte spíš třeba z nějakých stránek už nějaké předpřipravené materiály?
Ready made materials	E:	**Využívám i předpřipravené a pokud třeba dělám písničky, tak si to třeba doupravím podle sebe tak aby to vyhovovalo mně, takže třeba už vemu nějaký předpřipravený a udělám si ho přesně na tu**
	I:	Joo na tu gramatiku jasně
	E:	**Ano ano**
	I:	Jasně jasně
Original materials	E:	**Takhle nejčastěji, ale samozřejmě, že se může stát, že si i vytvořím sama přímo, ale zabírá to víc času, takže spíš použiju to, co už tam je a udělám to ať to to..**
	I:	A když třeba jsem zmiňoval ty seriály, tak co třeba filmy? Zkoušela jste někdy používat filmy třeba během výuky?
Movies	E:	**Myslím si, že jednou jsme tam používali, že jsme měli nějaký výňatek a že jsem tím vlastně navázala na to téma, které jsem chtěla otevřít, to jo, ale jinak jsem zatím jakože filmy ne, zatím jsem s nima nepracovala. A ještě teda mě napadlo, děcka strašně reagujou na Simpsonovi, nebo tak, takže spíš, jakože než abych já jim to pouštěla tak právě třeba vím které seriály frčí, jakože třeba teda ti Simpsonovi a ty materiály se dělaj i na to. Jakože není to, že bych jim pouštěla seriál, ale je to že vím a že třeba používám ty postavičky z těch protože je děcka znaj i se na to gramatika dá používat, že třeba řeknu, jo, tím že jim to už přiblížím přes ty postavičky, tak je jim to daleko bližší a dělá se jim s tím lépe**
	I:	Jo Simpsonovi jsou úplně skvělí.
	E:	**A ještě mě napadlo, a ještě vůbec jako celkově, než abych jim pouštěla, tak třeba jsem měla, teďka jsme měli, to byli myslím páťáci, takže měli rodinu, jakože dělat rodinu, brácha, ségra, takže měli třeba popsat ty simpsonovi, kdo je jejich, kdo byl Homer, co je to její ten a ten a stejně tak jsem dělala i pak vlastně na další, na Flintstoneovi, na ty na ty na ty…**
	I:	To je hustý.. A jak často pracujete takhle s nějakým videem? Nemusí to být seriál teda
Positive attitude towards TV series in ELT	E:	**No jako chtěla bych do budoucna častěji než to to… Jako videa si myslím, že jsou takový ty úryvky, že to je, že to je fajn, že to tu výuku oživí, že to ty děti baví a že to je dobrý. Záleží v jaké skupině..**
	I:	A vy máte jaké skupiny?
	E:	**Třeba já teďka mám, u těch menších, vlastně tam to není rozdělený na ty, to jsou čtvrťáci a páťáci**
	I:	A vy máte osmičku, devítku?
	E:	**Ne, já mám sedmáky pak**
	I:	Aha

	E:	**Já mám čtyři, pět, sedm**
	I:	Mě totiž někdo říkal, že máte i osmičku, devítku
Need of results	E:	**No já mám tu francouzštinu pak právě a tam to používám docela dost, ale teďka tím, že jsem měla tu svoji skupinu sedmáky slabší, tak tam zbylo právě tady na tyhlencty aktivity trochu míň místa, protože jsme hodně pozadu a je to takový spíš.. Ono to je hrozně hezký oživení a je to prostě pro ty děti dobrý, ale hold jsou nějaké osnovy a něco se..**
	I:	No jasný, musí se to pokrýt, to chápu.. A vy jste se někdy třeba účastnila nějakého workshopu nebo semináře třeba, který by se zabýval takhle využitím videí nebo seriálů.
Experience	E:	**Něco podobnýho, nebyl to přímo jakože tady, ale zmiňovalo to, pracovalo se i právěže i s tímhlenctím anebo třeba i komiksy, přetáření do komiksů a tak, ale přímo aby tohle bylo téma, to ne.**
	I:	A co by třeba pro vás, co by vám usnadnilo začít s tím víc pracovat? Třeba nějaké stránky, které by to měly zpracované?
Lack of ready made materials Time consuming preparation	E:	**To by bylo úplně nejlepší, jakože než takhle hledat takhle, tak mám už svoje stránky, kde vím, že když tam půjdu, zadám si, tak tam najdu to, co potřebuju, kdyby bylo tohle přímo na to, no tak to by bylo úplně nejlepší, to by bylo úžasný a bylo by to roztříděný třeba tohlencto tady ta část je dobrá třeba na past simple tahle na wh questions, nic takovýho není, ale to by mi hodně usnadnilo. Protože takhle musí člověk přemýšlet nad tím co, kde, jak, kdy viděl, co by bylo vhodný na to použít a není to tak že prostě, připravuju si ze dne na toto jsem třeba ve škole, je to nerealizovatelné, je to na dlouho. Ale je to supr, je to fakt jako, je to dobrý, ale určitě by se to dalo nějak usnadnit nějakou takovouhle stránkou. Jako to by bylo úplně nejlepší.**
	I:	Tam je otázka vhodnosti, co je z těch současných seriálů vhodné pro školní výuku. Vám třeba přijdou jaké žánry nebo třeba co vám přijde nepřípustné do hodin nebo co byste naopak vám přijde v pohodě v rámci seriálů?
Level of tolerance Attention issues	E:	**Já se přiznám, já teďka vůbec seriálama nefrčím, takže asi záleží celkově, já si myslím, že se to hrozně různí, že se to různí od, jak od levelu, ale tam se to asi dá nějak, tak spíš od toho, jak to v té třídě funguje, jaký mám vztah s těmi žáky, jestli vím, že se mi to tam rozjede a že se mi to úplně teda, že mi to tam někteří.. Anebo jestli naopak jako to může vést k zajímavé diskuzi, jako asi to je, asi si myslím, že přípustného je toho dost, ale záleží, musím vědět kde a komu to budu pouštět. A jestli prostě se o tom pak můžeme spolu nějak**

		jako normálně rozumně v angličtině pobavit.
	I:	Jasný jasný.. Já jsem měl třeba největší problém najít ukázky, kde nejsou sprosté slova, protože to je dneska skoro všude a vždycky, když už jsem měl třeba nějakou fakt krásnou sekvenci, tak tam potom někdo práskl prostě „fuck", „shit" anebo něco prostě…
Inappropriate content Vulgar pop-culture	E:	**Jenže oni už tohlencto děti mají strašně, oni mi to říkají třeba čtvrťáci „wtf" furt a já už jsem jim říkala děcka to jako… A oni to mají, oni si pod tím nepředstaví nic sprostého a mluví furt takhle a já říkám ale děcka jenom proto, že vy tomu tak úplně jako nerozumíte, i když si myslíte, že jo, oni to mají oproštěný od jakéhokoliv… Takže já jim něco řeknu, otevřete si, nebo napíšeme si a oni mi řeknou… Děcka jako nee (smích), takže jako to by asi pro ně nebylo úplně nějaký problém slyšet to, jde spíš o to jim jako říct právě možná.. Jim jako říct děcka není to.. Jenom pro to, že to je anglicky, tak to neznamená, že to není sprostý.. Takže tak.. Ale je možný, že toho je hodně toho no jakože… Najít pak nějakou ukázku..**
	I:	Je tam toho hrozně moc no.. A ono to třeba není ani že by to bylo celý video, ale najít třeba tři minuty v kuse, kde ani jednou, nikdo tam nesekne jeden takovej výraz, tak je to občas…
	E:	**Oni už to maj taky jako běžný slovo, že? (smích)**
	I:	No.. Je toho hrozně moc dneska.. Všude.. Já si myslím, že to je asi vesměs všechno ode mě už, děkuju moc za rozhovor!

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Appendix 4: Interviews with teachers – questions in English

1. Could you describe your attitude towards the use of current TV series in their original English version in ELT?

2. Do you use other types of videos in your lessons? (For example movies)

3. How frequently do you use TV series during your lessons? (If the teacher only uses other videos, the question will be focused on them – the same concept is applied on all the following questions)

Possible additional questions:
- Why don't you use series?
- Do you have experience with the use of series in class (personal or from the stories of other -
  teachers)
- Have you ever attended a seminar / lecture / workshop on the use of series?
- Do you think students would appreciate the use of the series?
- Why movies (or other type of videos) and not series?

4. When you use the TV series, how much time do you spend on such activities?

5. How do you use the TV series in your lessons?

6. Which genres / types of TV series do you consider suitable for teaching? Why?

- What do you consider to be inappropriate for the classroom use?

7. What do you think the possible advantages and disadvantages of using TV series in the original English version in ELT are?

Appendix 5: Tables

Table 2: Research question 1

Questionnaires – Section 2 – Question 4: "Did you like today's lesson?"

Group type	Yes	Rather yes	Rather no	No
8th grade experimental group	8	2	0	0
8th grade control group	5	2	0	0
9th grade experimental group	8	3	1	0
9th grade control group	10	9	0	0

Table 3: Research question 1

Questionnaires – Section 2 - Question 5: "Did you like the used sequence…?"

Group type	Yes	Rather yes	Rather no	No
8th grade experimental group	10	0	0	0
9th grade experimental group	9	3	0	0
9th grade control group	7	8	4	0

Table 4: Research question 2

Questionnaires – Section 2 - Question 3: "At what percentage do you consider that you managed to keep your attention during the lesson? (0-100%)"

Group type	Average percentile (Q3)	Number of responses
8th grade experimental group	89%	10
8th grade control group	93%	6
9th grade experimental group	94%	12
9th grade control group	74%	18

Table 5: Research question 3

Questionnaires - Section 1 - Question 1 X Question 3

Popularity of English X Frequency of watching TV series

Frequency of watching TV series (Q3)	Positive attitude (Q1)		Negative attitude (Q1)	
	Extremely	Very much	Slightly	Not at all
More frequently	25	6	3	0
Less frequently	5	4	3	2

Table 6: Research question 4

Questionnaires – Section 1 - Question 6: "Have you ever encountered the use of TV series in the English lessons?"

Group type	Yes	No
8th grade experimental group	6	4
8th grade control group	4	2
9th grade experimental group	7	5
9th grade control group	7	11
All the groups	24	22

Table 7: Research question 4

Questionnaires – Section 1 - Question 7: "How frequently do you use TV series in English lessons?"

Group type	Never	Once or twice a year	A few times a year	Once or twice a month	Every week	Every day	Different answer
8th grade experimental group	4	4	1	0	0	0	0
8th grade control group	2	1	1	1	1	0	1
9th grade experimental group	4	0	4	4	0	0	0
9th grade control group	13	3	0	0	0	0	2

Table 8: Research question 5

Questionnaires – Section 1 - Question 9: "Do you consider use of TV series in English lessons to be useful?"

Group type	Yes	Rather yes	Rather no	No
8th grade experimental group	9	0	0	0
8th grade control group	3	4	0	0
9th grade experimental group	8	4	0	0
9th grade control group	9	9	0	1

Table 9: Research question 5

Questionnaires – Section 1 - Question 12: "Would you like TV series to be used more frequently in your English lessons?"

Group type	Yes	Rather yes	Rather no	No
8th grade experimental group	8	2	0	0
8th grade control group	1	6	0	0
9th grade experimental group	8	3	1	0
9th grade control group	8	8	0	2

Rick and Morty (sequence from season 3 episode 3)

CHARACTERS: Rick – the greatest scientist, Morty's grandpa
Morty – anxious 14-year-old, Rick's grandson
Beth - Rick's daughter, mother of Morty and Summer
Summer – Rick's granddaughter

TASKS: 1) What is Rick's problem?
2) Find examples of present perfect
3) Look at the **underlined bold** examples of modal verbs "should",
"have to" and "must" – what is the difference? Can you form similar examples?

VOCABULARY: Payoff – odměna; Pickle – nakládaná okurka; Reveal – odhalení; Eye liner – oční linka
Digging for hidden layers – hledání skrytých vrstev; Syringe – stříkačka;
Fluid – tekutina;
It does not warrant further explanation – Nevyžaduje další vysvětlení

Rick: Come on, flip the pickle, Morty. You're not gonna regret it. The payoff is huge.
I turned myself into a pickle, Morty! Boom! Big reveal: I'm a pickle.
What do you think about that? I turned myself into a pickle!
W-what are you just staring at me for, bro. I turned myself into a pickle, Morty!

Morty: And?

Rick: And? What more do you want tacked on to this?
I turned myself into a pickle, and 9/11 was an inside job.

Morty: Was it?

Rick: Who cares, Morty? Global acts of terrorism happen every day.
Uh, here's something that's never happened before:
I'm a pickle. I'm Pickle Rick!

Morty: Are you going to, I mean, you know, is this the first part of some magic trick?

Rick: I don't do magic, Morty, I do science.
One takes brains, the other takes dark eye liner.

Morty: Well, can you move? Can you fly?

Rick: I wouldn't be much of a pickle if I could.

Morty: All right, well, do pickles live forever or...

Rick: Morty, stop digging for hidden layers and just be impressed. I'm a pickle.

Morty: I-I'm just trying to figure out why you would do this...
Why anyone would do this.

Rick: The reason anyone would do this is, if they could, which they can't,
would be because they could, which they can't.

[Door opens]

Beth: Morty, we **have to** get going, or we're gonna be late. Where's your grandpa?

Rick: Right here, sweetie. I'm a pickle!

Beth: What?! Why would you... ugh!
Look, we're running late. We **have to** go.

Rick: Where are you guys going?

Beth: We have an appointment downtown that was set a week ago
and agreed upon by everyone, including you.

Rick: Oh, my God. Beth, oh, it totally slipped my mind.
Jeez, oh, man. I'm a pickle. I mean, I don't know if I can...
ooh, jeez.

Morty: Rick, did you do this on purpose to get out of family counseling?

Beth: Morty!

Rick: It's okay, Beth.

Rick: I understand Morty's suspicion. I've misled him before. Morty, turn me so we're making
eye contact. Morty, I assure you, I would never "find a way" to get out of family therapy.
I hope my lack of fingers doesn't prevent the perception of my air quotes.

Summer: Can't you just turn yourself back into a human?

Rick: Great question, Summer. The unfortunate answer is I did this to challenge myself.
And it could take hours or even days before I'm able to figure out how to return
to human form. But, I mean, you know, your mom could put me in a purse or a pocket,
you know, if she really needs me to go.

Beth: Nobody needs anything. Okay, it's fine. I mean, you **should** just stay here and figure out
how to stop being a pickle, okay?

Morty: Hey, Rick, why is there a syringe of mysterious fluid hanging directly over you?
Also, why is the string attached to it running through a pair of scissors attached to a
timer?
And why is the time set to 10 minutes from now, exactly when
we would have left for therapy?

Rick: Well, Morty, if you **must** know, the syringe is completely unrelated to this discussion,
and, therefore, it does not warrant further explanation.

Beth: Enough. Kids, it's time to go. We don't want to be late.

Rick: W-w-what are you doing there, Beth? What are you doing there, sweetie?

Beth: Well, I mean, you don't want to get pierced by a needle full of liquid
unrelated to your situation. How's that gonna help?

Rick: Can't argue with that.

Beth: Great. We'll see you later.

Rick: Hey, hey, be careful with that. It's for something else.

[Car doors open, close] [Car engine starts]

Rick: It's really important, so don't break it.

Big Mouth (sequence from season 5 episode 3)

TASKS:

1) What is Nick trying to tell Jessi?

2) What is her reaction?

3) How would you feel in such situation? (in both roles)

4) Can you form any sentences with passive to describe the situation?

- Try to write down at least one sentence with passive

CHARACTERS:
Nick, Jessi, Walter (Nick's love bug), Rick (Nick's hormone monster), Connie (Jessi's hormone monster), Sonya (Jessi's love bug), Jessi's dad

VOCABULARY:

Stubborn: tvrdohlavý
To double down: riskovat v nějaké situaci
Stutter: koktat
ponytail: culík
pouty frown - našpulené zamračení

BIG MOUTH scene:

Jessi: What the...

Nick Hey!

Jessi: Hey!

Nick: Hi!

Jessi: Hey, Nick.

Nick: Um...

Jessi: What are you doing outside of my house?

Nick: I, uh...

Jessi's dad: I'll give you five minutes, Jess, but only because Nick has an acoustic guitar.

Jessi: You do have an acoustic guitar. How come?

Nick: Oh, um... Uh, because there's something I need to tell you.

Walter: You got this, Nicholas.

Rick: You got the look.

Nick: Jessi...

Nick sings:
I love the way you fight the patriarch
You're cool and funny and you're really smart
I love when you get stubborn and you double down
I like the way you stutter when you try to lie
You're an easier hang than most any guy
Oh, I love your ponytail and your pouty frown...

Jessi: Connie, what do I do?

Connie: Baby, I think you have to let him finish. Maybe at the end, it's a joke.

Nick sings: *Jessi, I see how great you are*

Nick: In case it wasn't clear, what I'm saying is, I love you. I'm in love with you, Jessi Glazer.

Jessi: Oh, my God, I don't know what to say.

Walter: Sonya, where's the glow, darling?

Sonya: Oh... Walter.

Jessi: Nick, you don't... You don't love me.

Nick: What? Of course I do. Like, it's so cheesy but, like, with all, like, my heart and soul. Like, I want to, like, make babies with you on a balcony in Miami. Like, not now, but one day.

Jessi: What?

Connie: Oh, no, Nicky, no, no, no, no, no, no, Nicky, no. Stop.

Nick: Can you just... Can you say something back now?

Jessi: I'm so sorry. I just don't think I feel the same way about you.

Nick: Cool, uh, cool. I see. That's, uh...

Jessi: I'm so sorry.

Nick: No, that's good, uh, good information to have.

Nick: Walter, what do I do?

Walter: Uh... I-- I don't know. This always works.

Rick: Tell her you love her!

Jessi: Okay, I feel like I should go?

Nick: Yeah, me too. So I think I'll just... I'm gonna go for a run. Ow!

Walter: Oh! Dear Lord!

9th grade control group:

Source of the listening activity:

Transcript of the listening:

Hi. I'm Ella. This is my problem. I've got exams at school next month and they're very important. The problem is that my parents think that I should stay at home and study all the time. They say that I can't go out with my friends until after the exams. I can't watch TV and I have to go to bed early every night – including weekends. At least they haven't taken my mobile away, so I can talk to my friends. But I can only use the computer for my revision – so no emails or computer games. I know these exams are important, but I feel like I'm in jail. I really miss my friends, and if I don't go out soon, I'll go crazy. Help!

Tasks:

What is Ella's problem?

Is it a serious problem?

What do her parents say?

Ella's problem "discussion in pairs" (slide from the presentation)

Resumé

Hlavním cílem práce je zdůraznit vhodnost a užitečnost současných seriálů ve výuce angličtiny a analyzovat případovou studii, která byla provedena na třetí základní škole v Bruntále v osmém a devátém ročníku. Případová studie v praktické části se skládá z experimentálních hodin, dotazníků pro studenty a rozhovorů s učiteli a jejich následné analýzy. Postoj k používání televizních seriálů v ELT se zdá být pozitivní jak mezi studenty, tak mezi dotázanými učiteli. Pouze jeden učitel uvedl, že často používá seriály. Mezi experimentálními a kontrolními skupinami nebyly zjištěny žádné výrazné rozdíly, pokud jde o jejich spokojenost s hodinou a úroveň jejich pozornosti během hodin.

ANOTACE

Jméno a příjmení:	Matěj Jelen
Katedra nebo ústav:	Ústav cizích jazyků
Vedoucí práce:	Mgr. Blanka Babická, Ph.D.
Rok obhajoby:	2022

Název závěrečné práce	Didaktické využití současných seriálů v hodinách angličtiny na 2. stupni ZŠ.
Název závěrečné práce v angličtině	Using contemporary TV series in EFL lessons at lower secondary schools
Anotace závěrečné práce	Hlavním cílem práce je zdůraznit vhodnost a užitečnost současných seriálů ve výuce angličtiny a analyzovat případovou studii, která byla provedena na třetí základní škole v Bruntále v osmém a devátém ročníku. Případová studie v praktické části se skládá z experimentálních hodin, dotazníků pro studenty a rozhovorů s učiteli a jejich následné analýzy. Postoj k používání televizních seriálů v ELT se zdá být pozitivní jak mezi studenty, tak mezi dotázanými učiteli. Pouze jeden učitel uvedl, že často používá seriály. Mezi experimentálními a kontrolními skupinami nebyly zjištěny žádné výrazné rozdíly, pokud jde o jejich spokojenost s hodinou a úroveň jejich pozornosti během hodin.
Klíčová slova	Bruntál, osmá třída, devátá třída, využití seriálů v hodinách angličtiny, angličtina jako cizí jazyk
Anotace v angličtině	The main aim of the thesis is to emphasize the suitability and usefulness of TV series in English lessons and to analyze a case study that was conducted in Bruntál school 3 among eighth graders and ninth graders. The case study in the practical part consists of experimental lessons, student questionnaires and interviews with teachers, and its consequent analysis. The attitude towards the use of

	TV series in ELT seems to be positive among both students and the interviewed teachers. Only one teacher stated to use TV series frequently. No considerable differences were found between the experimental groups and control groups when it comes to their satisfaction towards the lesson and their level of attention throughout.
Klíčová slova v angličtině	Bruntál, eighth grade, ninth grade, use of TV series in ELT, Bruntál school 3, English as a second language
Přílohy vázané k práci	Appendix 1: Dotazník Appendix 2: Questionnaire (English version) Appendix 3: Interviews with teachers Appendix 4: Interviews with teachers – questions in English Appendix 5: Tables Appendix 6: Transcripts of the used sequences
Rozsah práce	110
Jazyk práce	Anglický jazyk