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SCHOOL ENGLISH CLASSES**

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## Introduction

Films have long been overlooked as educational tool. Films can liven up the classroom and bring energy to a course. A film can be a powerful educational tool in developing critical thinking skills and exposure to different perspectives when properly used. Films can bring a subject to students in a completely new way and help them comprehend the material they are reading or working with. Films can be powerful teaching tools. However, to ensure successful results, teachers should bear several principles in mind.

Watching films can motivate EFL learners since it is already an integral part of their everyday life. English is the primary language of communication in most films and short videos going around on the Internet, so learners are forced to watch them not just in class as part of their EFL curriculum but outside of the classroom as well in their everyday life.

When we watch films in English, we can learn new words from animated characters. We practice pronunciation with pirates, heroes and villains, and we fall in love with the language as the characters fall in love with each other. We cannot underestimate the importance of films and their ability to teach us.

A considerable amount of academic literature has been published on the topic. A major contribution to the field was made by Nagaraj (1996), Richards & Rodgers (2014), Олійник (2013). The language teaching methods and approaches were studied by Mitchell (1994), Bussmann (1996), Donaghy (2014). The ways movies can be used in language teaching was studied by Thomson (2019), Seifert (2019), Щербакoва (1999). However, little empirical evidence has been provided to support the claim of the effectiveness of using movies in the language classroom.

The object matter of this study is to find the best ways to use films in the English as a foreign language (EFL) classroom. The study provides film-watching

activities and shows the advantages and disadvantages of film-watching in the classroom.

The subject matter of this study is the films and their effect on language studying, especially the English language.

The aim of the paper is to examine the students' movie watching habits and find the best ways in which films can be used in teaching foreign languages, especially English.

The tasks of the paper are as follows:

- Analysis of the relevant academic literature;
- Developing the theoretical and conceptual framework to the given study;
- Developing instructional materials;
- Studying language learners' attitudes and beliefs regarding the use of movies in the language classroom.
- Assessment of the effectiveness of teaching and learning with the help of movies.

The main hypotheses of the study are the following:

It is beneficial to use movies in the classroom to catch the students' attention and motivate them.

Watching films in the target language motivates the students to learn that language.

Students can improve their language skills by watching movies in the target language.

To examine and fully cover the topic, a research was carried out. The research dealt with the hypotheses and was made to prove or reject them.

The participants of the research were the students of the schools in Solotvyno. The research was conducted during the second semester of the academic year 2020/2021. A questionnaire was designed and used to find the answers to all research questions.

Both theoretical and empirical methods are employed in the study, such as analysis, comparison, classification and generalization. To evaluate the

effectiveness of film-watching in the language classroom, the method of questionnaire seemed suitable.

The theoretical value of this study is to provide an insight into the theory of using movies in the classroom as a teaching tool.

The practical value of this study is to help the teachers' work and make it easier to motivate the students with the help of films. The study provides different examples of film using on different language learning levels.

This paper is divided into three parts: an introduction, three chapters, and a conclusion. The first part deals with the language teaching methods, approaches and techniques and the importance of watching movies in the language classroom, its advantages and disadvantages. The second part deals with the different exercises and activities. It provides pre-viewing, while-viewing and post-viewing activities that can be used in the EFL classroom. The third part deals with the research results, which are focused on the students' movie watching habits, their attitude towards films, and their thoughts about the advantages of film watching in the language learning process.

## PART 1

### Language Teaching Methods, Approaches and Techniques

Learning languages is essential in our lives today. It is difficult to become successful without knowing at least one foreign language. It is essential for getting a job, being able to travel to other countries, understanding certain information and talking to others. People are all trying to find the best ways to learn languages and each of them need to find a method that is appropriate for them. A language cannot be taught with the wrong method, or the whole language learning will not be successful.

The first part of the paper is dealing with the different language teaching approaches, methods and techniques. It is essential to use the appropriate language teaching approaches and methods in order to make language learning possible. As language teachers, it is our duty to help the students understand the different language items, their form, usage and connections. In order to do that, we must use the appropriate methods, to avoid confusion and lack of interest in language learning. We need to know our students and be aware of their skills and abilities, or we would choose the wrong method. Teaching a student with the wrong method would have irreversible damaging effects on their language learning, and discouraging them.

#### 1.1 The difference between approaches, methods and techniques

In 1963, an American linguist, Edward Anthony proposed a scheme about language teaching methods and approaches. He used the terms “approach”, “method”, and “technique” to identify the three levels of conceptualization and organization. The arrangement of these levels is hierarchical (Richards & Rodgers, 2014).

According to Anthony's scheme, an approach is a set of those correlative assumptions dealing with the nature of the teaching and learning a language. It describes the nature of the subject matter to be taught. The method is the overall plan for presenting the language material, based upon the selected approach. The method is more procedural and the approach is more axiomatic. In addition, within one approach, there can be several methods. Lastly, the technique is a particular strategy or trick that takes place in the classroom. Techniques are always consistent with a method, and as a result of that, they are in harmony with an approach as well (Richards & Rodgers, 2014).

At a time of rapid technological and information changes in the world language learning becomes especially relevant. Students extract information from different sources, assimilate, replenish and evaluate it, by applying different ways of cognitive and creative activities. Speech and lingo-socio-culturalism includes educational and strategic competence. Its purpose is the formation of general skills and abilities, for learning and using a foreign language which help students master a foreign language communicative competence (Олійник, 2013)

To summarize, according to Anthony's model, the approach is the level where the assumptions and beliefs about the language and language learning are specified, and method is the level where the theory is put into practice, and the technique is the level where the classroom procedures are described (Richards & Rodgers, 2014).

## 1.2 Language Teaching Approaches

The term "approach" means a way of dealing with a problem or situation. In language learning, it refers to a way of looking at teaching and learning, based on systematic principles and procedures. It is the theoretical view of what a language is, and how it can be taught and learnt. It describes the nature of the language, how knowledge of a language is acquired, and the conditions that promote language acquisitions.

### 1.2.1 The Structural-Oral-Situational Approach

The structural-oral-situational approach to the teaching of English is an approach by which students are taught to the patterns of sentences. It is the presentation and practice of the grammatical structures of English in effective and meaningful situations, mostly through speech. It is an approach, which can be used to put into practice any method successfully. It is a way to teach English by using only of the traditional method such as grammar translation or direct method. This approach is based on those principles which are saying that language is primarily speech, is a set of habits, and that using the mother tongue can be avoided by using situations. Situations are denoted by the use of objects, realia or pictures, which can be used together with actions and gestures to demonstrate the meaning of the new language items (Chomsky, 1957).

The approach is aimed at teaching the everyday usage of the language. The instructors of this approach mostly use pictures or situations to present the various language items. Linguists say that language teaching begins with the spoken language. Therefore, the oral language comes before the written one. The learning of a new language is oriented as a behaviourist habit, and the language learning process is more stressed than the condition of learning. The practice of this approach includes repetition, dictation, and oral-based reading and writing tasks. The role of the teachers becomes more important in this approach (Saritha, 2016).

The main characteristics of the structural-oral-situational approach are the following: speech is the basis of language teaching (the new language items are presented orally first), the most commonly used language items are selected for teaching (they are graded according to their frequency, usefulness and teachability), the selected language items are presented and practised in situations, and reading and writing are only used on those items which have already been introduced and practiced orally (Nagaraj, 1996).

The structural approach highlights the importance of teaching structure. The best way to teach structure is teaching it through created situations. Structures play an essential role in teaching or studying the English language. Knowing the structures will also help the students increase their knowledge in the four skills (reading, writing, speaking, listening). As a result, students will be able to communicate orally and in a written form (Elizabeth, 2004).

The structural-oral-situational approach, also known as S-O-S, is an alternative to the direct method of teaching English as a second language. The structural approach came into being as an outcome of the experiments in language teaching, which were carried out in the army camps during World War II. The World War had a significant effect on language teaching in America. The American Government needed people, who were fluent in German, Italian, Chinese, French, Japanese and other languages, to work as interpreters and translators. Therefore, it became necessary to set up a special program to teach languages. American universities needed to develop foreign language programmes for the military (Nagaraj, 1996).

During this period, linguists were increasingly involved in the teaching of English as a foreign language. The first English Language Institute was established at the University of Michigan in 1939. The main aim of this Institute was to train the English teachers to teach English as a foreign language or as a second language. The teachers were not satisfied with the direct method of teaching English. They identified the structure of the language as the starting point in teaching the language, and because of that, they wanted to create a new approach to language teaching. As a result, they developed the structural approach (Nagaraj, 1996).

During this period, the linguists in Britain were developing the oral approach of teaching English as a foreign or as a second language. The two approaches developed independently. By the 1950s the oral approach was the accepted approach to teach the English language in Britain. The approach suggests that any

language item should not be presented isolated, it has to be introduced and practiced in context and situationally (Nagaraj, 1996).

### 1.2.2 Communicative Language Teaching Approach

Communicative language teaching is an approach that emphasizes interaction as both the meaning and as the goal of study. This approach was first used in the 1970s, both in Europe and in the United States. The development of communicative language teaching was helped by the new academic ideas. In Britain, linguists began to doubt the efficiency of the situational language teaching, which was the dominant approach in the country at that time. They thought that students need to develop communicative skills in order to master the language structures (Mitchell, 1994).

The communicative language teaching approach, also known as CLT, is based on the semantic syllabus, such as the notional-functional syllabus. This approach targets the communicative competence, which means that the speaking skill is the most important among the four skills. Communicative competence can be defined as the ability to use a language in communicative situations automatically. Language is needed to be learnt through authentic communicative situations (Nagaraj, 1996).

CLT results from the questioning of the assumption and practices which were associated with the Situational Language Teaching (SLT). In SLT, language was taught by practising basic structures in meaningful situation-based activities. Still, linguists started to realize the importance of communication and speaking skills in language learning and teaching. CLT is typically described as an approach that aimed to make the communicative competence the goal of the language teaching and develop procedures for teaching the four language skills and communication (Richards & Rodgers, 2014).

The development of the CLT is often referred to as the beginning of a major paradigm shift within language teaching. Today, the general principles of this



approach are widely accepted around the world. The techniques used in the communicative approach are language tasks, role-play, group work or pair work, and mind-engaging tasks. In this approach, meaning and contextualization are essential. The goal of this approach is to create a realistic context for language acquisition in the classroom (Nagaraj, 1996).

Communicative language learning materials were developed in Germany. These materials concentrated on the different social meanings of a given item in grammar and were structured in a way that learners could choose how to get through the course themselves. The materials encouraged learners to take risks while communicating, and to use their own knowledge and thoughts, rather than the memorized patterns (Mitchell, 1994).

### 1.2.3 The Natural Approach

The natural approach is often referred to as the traditional way of learning a language, and defined as the learning of a language based on the use of the language in communicative situations, without the use of the native language, and without reference to grammatical analysis, or to a particular theory of grammar (Nagaraj, 1996).

In the early years, scholars referred to the naturalistic learning of a language as learning through conversation. They believed that given the right conditions, additional languages could be studied in the same way as we learnt our mother tongue. Naturalistic learning is the learning of a language without any formal instruction, but only through contact with other speakers of the language (Thornbury, 2017).

## 1.3 Language Teaching Methods

The term “method” means a particular procedure for accomplishing or approaching something. In language teaching, a method is the practical implementation of an

approach. It involves a specific organization of the syllabus, choices of the materials and particular skills which will be taught. It is a plan for presenting the language material and it should be based on the selected approach.

### 1.3.1 The Grammar Translation Method

The Grammar Translation Method is a behaviorist view of language learning. It is the way of learning a language by studying the rules of the grammar and then applying these rules to the translation of the given text. The target language vocabulary is taught through bilingual word lists. This method focuses mainly on reading and writing skills and pays little attention to listening and speaking skills. Communication and pronunciation are also neglected (Nagaraj, 1996).

Studying by the grammar translation method, students learn the grammatical rules, and then apply these rules by translating sentences and texts between the target and their native language. This method's main goals are to enable students to read and write in the target language, and to translate literature written in the target language. The other aim of this method is to develop the students' general mental discipline. This method has developed techniques that facilitate learning and writing only (Bussmann, 1996).

This method is originated from the practice of teaching Latin. After the decline of Latin to be the main language, the purpose of learning it in the schools changed. Before that it was studied for the purpose of communication, but it started to be learned as a purely academic subject. The grammar translation method is usually connected with the students' native language. There is more attention paid to the form of the sentences which are translated, than to their content (Mukalel, 2014).

### 1.3.2 The Direct Method

The direct method, also called the natural method, is often used in foreign language teaching by using only the target language in the classroom. It was first used in

Germany and France around 1900, and it is in contrast with the grammar translation method (Bussmann, 1996).

In the direct method, the teaching focuses mainly on the development of oral skills. The characteristics features of this method are that the teaching concepts through visual materials, grammar is taught by using an inductive approach, the focus is on the question-answer patterns, and the spoken language is in the central (Krause, 1916).

The aim of the direct method is to build a direct relationship between experience and language, to help the students learn how to communicate in the target language, and to experience the new language in the same way as the student experienced his/her mother tongue (Krause, 1916).

The direct method can be applied in lower classes, where less explanatory device in teaching is required. However, it can create problems, as sometimes the students fail to follow what is taught because of the banning of all translation and the teaching only through oral practice (Bussmann, 1996).

### 1.3.3 The Audio-Lingual Method

The audio-lingual method is based on behaviourist theory, which states that humans could be trained through a system of reinforcement, which means that the correct use of a trait would receive positive feedback, but incorrect use of a trait would receive negative feedback (Mukalel, 2014).

The audio-lingual method was similar to another, earlier method, which was called the direct method. This method also advised that the language should be taught directly, without using the students' native language to explain the items of the target language. Although the difference between the direct and the audio-lingual method is that the audio-lingual method is not focusing on teaching vocabulary, there is more attention paid to the use of grammar (Allen & Campbell, 1972).

The lessons in the classroom are focusing on the correct imitation of the teacher by the students. Attention is also paid to the proper pronunciation. Despite the fact that correct grammar is expected in usage, there is no explicit grammar instruction given. Furthermore, the only language used in the classroom is the target language (Allen & Campbell, 1972).

In the audio-lingual method, each of the four basic skills is treated and taught separately. One of the main features of this method is dialogue, which is the chief means of presenting the language items. It provides the learner with an opportunity to practice and memorize the language items (Harmer, 2007).

#### 1.4 Language Teaching Techniques and Strategies

The term “technique” refers to a way of carrying out a particular task or an efficient way of achieving something. In language teaching, it is the actual implementation of a chosen method. It takes place in the foreign language classroom, and it is a single activity that comes from a procedure. It can be any exercise, activity, and task which serves the purpose to meet the objectives and goal of learning.

##### 1.4.1 Teaching the Four Basic Skills

During the 20<sup>th</sup> century, the four basic skills, such as reading, listening, speaking and writing, were taught in isolation and in a very rigid order. However, it has been recognized that we use more than one skill at a time, which means that more than one skill is needed to be taught at the same time (Diller, 1978).

The speaking skill is often underrepresented in the language teaching classroom, due to the fact that it is considered to be harder to teach and test. Although, pair work or group work can be used to increase the students’ speaking skills, because it gives them an opportunity to participate more actively and to help

each other, considering the fact that weaker students can find support from their stronger classmates (Richards & Rodgers, 2014).

Teaching English as a Foreign Language through literature is rising in popularity. Literature aimed at children and teenagers offers simple material and often provides a conversational style. Literature is used in teaching pronunciation through rhyming or in increasing the reading skills through texts and different reading activities. Textbooks contain a variety of literature, such as poetry, stories, essays, plays, through which certain linguistic items are taught (Richards & Rodgers, 2014).

#### 1.4.2 Techniques of teaching language items

##### ***Blended Learning***

Blended Learning, also known as computer-assisted language learning, is a combination of face-to-face teaching and online teaching, mainly through a virtual learning environment. Virtual Learning Environments have been a major growth point in English language teaching over the last few years (Diller, 1978).

Blended learning is also can be used in professional development and training settings. This technique is highly context-dependent. It is more effective than the purely face-to-face or online classes. By using the blended learning technique, students can work on their own with the new concepts, which give the teacher more time to support those students who may need individualized attention (Gao, 2010).

##### ***The Sandwich Technique***

The sandwich technique is the oral insertion of an idiomatic translation in the mother tongue in order to convey meaning as completely as possible. During modelling a sentence for the students to repeat, the teacher gives an oral mother

tongue equivalent for the unknown words and phrases, and also repeats the foreign language phrase in order to help the students repeat it (Diller, 1978).

By using this technique, the meaning is conveyed quickly, the interference from the mother tongue can be avoided, and the students are able to fully concentrate on repeating the foreign phrase correctly. The sandwich technique makes it easier to establish English as the working language of the classroom (Gao, 2010).

### ***Mother Tongue Mirroring***

Mother Tongue Mirroring is the adaptation of literal translation or word-for-word translation for pedagogical purposes. The aim of this technique is to make foreign language constructions transparent to learners (Diller, 1978).

### ***Back-chaining***

Back-chaining is a technique that is used in teaching speaking skills, especially with polysyllabic words. During this technique, the teacher pronounces the last syllable of a word, the students repeat it, and after that, the teacher continues, working backwards from the end to the beginning of the word (Diller, 1978).

Back-chaining helps the students to remember the natural stress of the words more easily. It is also can be used in introducing whole sentences because by repeating the words, the students are more likely to be able to memorize the sentence (Gao, 2010).

### 1.4.3 Teaching with Films

Films have had a long history in the EFL classroom. Language teaching professionals understood a long time ago the way in which television could be used in language teaching. With the invention of the television, it became easier to

show films in the classrooms and to use specific scenes for analysis. However, films were often used as time-filling activities to help teachers make their jobs easier (Romero, Bobkina & Stefanova, 2019).

Technology is an increasing aspect of modern educational experiences. It has enabled teachers to make their lectures more interactive, engaging, and rewarding. Films are also improving the lessons and make them more memorable, and therefore they are retained more effectively. Technology is the perfect method to transform boring classes into attention-grabbing and motivating learning experiences. If the technology is properly integrated into the classroom and curriculum, it can be used to address the students different learning styles and abilities (Sharjeel & Dadabhoy, 2013).

Students usually arrive in university with many English language problems: poor comprehension, limited vocabulary, slow reading, bad grammar, poor conversational skills. Films can help on all counts. This is due in part to the fact that films use language so extensively in performing their cultural work. Vocabulary and listening comprehension are not the only skills that can be improved by watching films. Subtitles can help students increase reading speed. Films can also serve as the basis for writing assignments and oral presentations. Films are creating an enthusiasm for learning which is really important in studying foreign languages. Films are ideas, and the films can be best used in teaching language challenge students to examine their personal, social, and cultural lives (Stewart, 2006).

### 1.5 Using Films in Teaching English

Learning with the help of films is motivating, and motivation is an essential factor in language learning. Films are part of the students' everyday life, so it is beneficial to bring them into the language classroom. Watching a film or a video can add to the learning experience. It can support the lesson and help to practice vocabulary and listening activities.

### 1.5.1 Advantages of Using Films in the English Classroom

Films are the best tools that the teacher can use to keep the students' interest in the theories and concepts discussed during the lesson. Students can see the theory in action. Most of the films are fiction, and because of that, they can offer experiences that students are unlikely to have in the classroom. Students can also improve their analytical skills by analyzing film scenes using the theories and concepts they are studying. Films offer both cognitive and affective experiences. They can help start a discussion or assess of one's values, or an assessment of self if the film scenes have strong emotional content (Champoux, 2007).

Visual images stimulate students' perceptions directly, while written words can only do this indirectly. Movies are more sensory experience than reading – besides verbal language, there is also colour, movement, and sound. The students are more interested in following the lesson carefully. Watching a movie can create more student-teacher and student-student discussions. Movies catch the students' attention and capture their interest. The benefit of using the movies in teaching and learning is unquestionable (Ismaili, 2013).

Learning from films is motivating and enjoyable. Motivation is one of the most critical factors to reach success in foreign language teaching. Films as a motivator make the language learning process more entertaining, remarkable, enjoyable and memorable because they are an integral part of the students' lives. Working with films can also be enjoyable for the teacher. Students are more used to movies than books, and as a result, they will pay more attention to the lesson. It is easier for them to work with a movie than to do long and complex, sometimes even boring exercises. Students are more motivated to follow the activities connected to a film than to read a text-book (Donaghy, 2014).

Films provide authentic and varied language. Films show examples to the students of English used in real situations outside the classroom, particularly interactive language, which is the language of the real-life conversation. Films



teach the students how to use natural expressions and experience the natural flow of speech. Foreign language learners are not living in an English speaking environment, so the only thing that can provide learners with real-life input is the film. Movies can be used to improve the students' listening skills. Although, in this case, it is better to use English subtitles as well, as sometimes it can be challenging to understand the dialogues because of the background noises or the different accents of the characters. Watching films also allows learners to hear informal English and learn slang words and phrases, which they would not find in dictionaries. In that way, films can also improve the students' speaking skills and pronunciation. English pronunciation is complicated, but listening to native speakers can help them learn it correctly (Donaghy, 2014).

Films give a visual context. The visuality of the movies makes them an invaluable and irreplaceable language teaching tool, especially for learners who understand the language more by interpreting it in a full visual context. Film assists the learners' comprehension by enabling them to listen to language exchanges and see such visual supports as facial expressions and gestures simultaneously. These visual clues support the verbal message and provide a focus of attention (Donaghy, 2014).

Films can bring variety and flexibility to the foreign language classroom by extending the range of teaching techniques and resources. Movies can help students to develop all four communicative skills: reading, speaking, writing, and listening. A film or sequence can be used to practice listening and reading and as a model for speaking and writing. Films can also act as a springboard for follow-up tasks such as discussions, debates on social issues, role plays, reconstructing a dialogue or summarizing. It is also possible to bring further variety to the language learning classroom by screening different types of films: feature-length films, short sequences of movies, short films, and adverts (Donaghy, 2014).

Given the benefits of using movies in the language learning classroom, it is not surprising that many teachers are keen to use films with their students, and an increasing number of them are successfully integrating them into the language-

learning syllabus. It was difficult to find pedagogically sound film material to help students improve their language through watching films, and teachers had to spend many hours creating their own materials. However, with the advent of the internet, there is now a wealth of online resources for both language teachers and their students (Donaghy, 2014).

### 1.5.2 The Disadvantages of Using Films in the English Classroom

Aside from its many advantages, watching films in the classroom also has its disadvantages. The most crucial disadvantage is that some students might resist viewing foreign films with English subtitles. Foreign films can also have culturally based subtitles, and non-native speakers might not easily understand them. Also, it takes a long time to watch a film, and some students may find it boring after a while and lose their attention. It can reduce the time to do other activities and focus on different skills, such as reading or writing, so it needs to be used carefully and not too often (Champoux, 2007).

Students mostly want to watch films with actors who are in their interest and with themes which they find entertaining, but every student has their own movie taste. As a result, it is difficult for the teacher to select a film that would be entertaining for each student. If the movie is not appropriate for each student, they can be bored and will not pay attention to the tasks (Champoux, 2007).

The other problem is that films are fiction, and the writers have the choice to decide how much reality they want to show in their films. It can make students think illogically and believe that what they see in the film is reality and can be easily distracted and forgot the primary purpose of the film watching activity. It is reported in some news that students act violently because of watching inappropriate movies, and they are becoming the victims of the destructive effects of movies every year. Students like to imitate their favourite characters' actions, such as the fighting scenes, and can get to extremely dangerous situations because of that. Students can also vary in their reaction to actors and characters in a film.

The content of the scenes might distract some students from the theories and concepts the scenes show. Humour, drama, terror, and language can easily distract people. Teachers cannot forget that using film scenes in class can take away time from other classroom activities, and because of that, teachers might need to rethink and rewrite their lesson plans to stay in time (Champoux, 2007).

The main disadvantage in watching the movie is that a film must generally reduce events to two hours. While the meaning of a novel is controlled by the writer, the meaning students get from a film is the result by a large number of people. Another disadvantage is that movies do not allow interacting with the plot or characters by imagining them in our minds. For some teachers, this is often the most frustrating aspect of turning a novel into a movie (Ismaili, 2013).

To overcome these disadvantages, the teacher needs to choose the film that will be showed in the classroom very carefully. It is essential, to select short films, so it will not consume the whole time of the lesson. Teachers always need to remind the students of the main goals of the film watching activities before and after watching the movie. They can pause the film any time to see if the students are doing the tasks and remind them to pay attention to the film's actions. It is also an important task for the teacher to tell the students that what they see is fiction and try to control their emotions and imagination during the film (Donaghy, 2014).

The first part of the paper dealt with the different language teaching approaches, methods and techniques. As it can be seen, there are many ways to teach a language to the students. Each student is different and the teachers need to use different methods to teach them. Using the inappropriate method would have been damaging effects on the teaching process and can be demotivating for the student. Watching movies in the language classroom has advantages and disadvantages, such as the accents of the actors, the difficult dialogues and the background noises, as well as the fact that watching films are time consuming.

## PART 2

### FILM-WATCHING ACTIVITIES THAT CAN BE USED FOR TEACHING ENGLISH

In this part of the paper, different film-watching activities are presented. These activities are helpful and can be used in the foreign language classroom. Film-watching activities are essential, because films can easily catch the students' attention. They make the lessons more interesting, entertaining, and the learning process easier. The students do not feel that they are forced to learn different rules and make hard exercises, but they feel entertained and the learning process takes place in an invisible way.

#### 2.1 Types of Film-Watching Tasks

After selecting the film and defining the pedagogical goals, the teacher has to decide which activities will be used and the sequence of these activities during the lesson. The types of the tasks can be distinguished as pre-viewing tasks, while-viewing tasks, and post-viewing tasks (Щербакoвa, 1999).

Before the film starts, the teacher should share discussion points with the students to help them to watch it in an effective way. The teacher can also introduce the class to the "3Cs": colour, camera and character; and the "3Ss": story, setting, sound. It can help them analyze all the different elements of the film (Simon & Clark, 2016).

A before watching activity could be an alternative way to present a movie to the learners. There are many tasks which the teacher can give to the students before watching the film. The students can watch the trailer of the film and discuss what the movie is going to be about. The teacher can give them fill-in-the-blank activities with words linked to the plot of the film. Higher level students can be

sorted into groups and talk about the characters in the film, their similarities and differences, their good and bad qualities (Khan, 2015).

Before starting to watch the film, the teacher needs to explain what the story is about. The following tips could help the teacher introduce the story to the students: ask students to guess the movie, piece together the plot from a movie blurb or review; watch the opening scene together. Some movies start with a narrator giving a summary of what has happened up to now, and serve to introduce the characters and setting; present your personal view of the characters and summarize the plot (without spoilers), while students make notes; show screenshots or stills of important scenes. Students can put together a plot summary and describe the leading characters. Alternatively, you could present selected short scenes or create GIFs as an overview. Ask students to watch the trailer and discuss the common movie clichés they have spotted in it. Next, they can guess the ending. There is no need to provide the correct answer, so don't give too much away (Limburg, 2017).

While watching the film, the teacher can stop it after a short watching period and ask questions concerning the actions that happened in the film. The teacher can also ask the students to identify a specific actor or actress by the lines of their dialogue (Khan, 2015).

When the teacher stops the film at a particular point, he/she can also ask the students to tell their opinion about what will happen next. This is a great way to check whether the students paid attention and keep them involved in the story (Simon & Clark, 2016).

After watching the film, the students can discuss the events and actions which they saw. The teacher can ask them to have a written or spoken summary or review of the film and present it to the class. The teacher can also create two groups, one group in favour and the other against the general ideas showed in the film, and create an argument between the two groups (Khan, 2015).

The tasks will depend on the pedagogical goals of the lesson. If the pedagogical purpose is comprehension, the typical tasks which can be used are multiple-choice, true/false, gap-fill. If the pedagogical goal is language-based, the

typical activities which can be used are fill-in-the blank texts, translating, matching (Herrero & Vanderschelden, 2019).

The pedagogical goal can also be to improve language skills: writing, reading, speaking and listening. If the skill that we want to improve is listening, our goals are concentration, directed listening, note-taking, and answering comprehension questions. This includes advanced preparation with a study guide, oral vocabulary practice and several showings of every film, each with a different listening focus, which is guided by the question sheets (Щербакoвa, 1999).

If the skill we want to improve is speaking, the goals include participation in class discussion and giving short speeches. The tasks could be expressing personal viewpoints and summary discussions about the information presented in the film (Morley & Lawrence, 1971).

If the aim is to improve the writing skill, the goal is to capitalize on the organizational and informational nature of the film. Through specific writing assignments, the students are asked to combine content from the film, organization and logic from the film, and their own thoughts. He is also asked to use or try to use new vocabulary and new methods of organization (Morley & Lawrence, 1971).

If the teacher wants to improve the reading skill, the goal is to provide several short articles, which summarize the information shown in the film. The students' vocabulary can be extended, and they can contrast different organization methods (Morley & Lawrence, 1971).

## 2.2 Activities that can be used in the English Classroom

Sometimes students do not even realize that they have learned a new word; they just know it because they have heard it multiple times in a film, and in that way, they remember it. There are different kinds of activities that can be used in the English as a foreign language classroom. In this part of the paper, useful activities are shown, listed according to their usefulness and the required language speaking level.

### ***Mini Oscars***

The students make groups and choose a particular scene or series of scenes from a movie. Then they have to transcribe the dialogue, choose which characters to play and then rehearse the scene for performance to the rest of the class. For added authenticity, the teacher can even prepare gushing acceptance speeches (Vincent, 2016).

### ***Take a Film Still***

The learners watch a television episode or film of their choosing at home and bring a drawing or other images of their favourite scene to the next class. After that, the learners discuss their images using conversation starters. The teacher can adapt this activity for all levels, and it can last anywhere from 30 seconds to five minutes. A beginner could be asked to describe what they can see, an intermediate learner could be asked to say why the scene is important, or what came before and after the scene, and advanced learners could be asked questions to do with production and direction (Thomson, 2019).

Advanced learners could also describe the film still to their partner without showing it to them. This will take away the temptation for learners to provide basic descriptions while adding the fun of imaginative thinking. For more practice on recalling the events in the image, the teacher could ask the learners to have their conversation in groups rather than pairs (Thomson, 2019).

### ***Predicting and Summarizing***

This is a two-part activity: first the students watch a movie scene. Then they try to write down a summary of everything that is happening in it. They can take some notes and discuss key points with their classmates. After discussion and notes, the

students share their summaries one by one. They can practice speaking and expressing themselves in English by comparing the scene to a part of their daily life. Then the teacher can ask the students what they think will happen next. The teacher will write down all their short predictions on the board, letting them share their ideas and insight. After everyone puts in their two cents, the teacher plays the rest of the clip. Predicting in English will allow the students to formulate creative thoughts. This is the key to developing the ability to express feelings, emotions and ideas faster and more efficiently in English (Seifert, 2019).

### ***Thought Bubbles***

The teacher can ask the learners to choose one television series episode that they will all watch during the week. Next, they develop a phrase or series of phrases to insert into the episode at crucial moments. While each learner watches the series at home, they must choose where they think the thought bubble fits best, and note the timing in the episode. When they return to class, they can explain their decision in groups. Depending on their level, the learners can discuss their choices in their first language or English. Teachers could assist learners with a lower level of English by providing scaffolding sentences. The task gives learners a reason to listen and concentrate on reading between the lines, thus developing information literacy and critical thinking skills (Thomson, 2019).

Thought bubbles, part two: re-use the episode from the previous activity. Instead of inserting their thoughts into the scene, learners will dub over the dialogue using their own script. The teacher chooses a funny or dramatic scene with only two or three characters and some movement. Then the teacher replays the scene to the class and asks them if they can remember the exact dialogue. They might remember the gist but not the actual words. This is ideal because the activity requires learners to dub the scene by writing the script or improvising, depending on the skill you want them to practice. Learners can either stay true to the story or



stretch themselves by doing a parody version. They can then perform their scene in front of the class (Thomson, 2019).

### ***The Silent Movie***

In the silent movie activity, the students will all sit attentively watching a part of the movie without volume. This exercise gives the students the chance to process information without worrying about hearing English words and translating them into their native language to understand the meaning. The silent movie activity takes away any dialogue processing, allowing the students to experience what they are seeing fully. After the students have watched the clip, the teacher can have them take a few notes. After the second time watching around, the teacher let them expand on their notes and discuss the clip in pairs or groups. Once they feel like almost all questions have been answered, and they have a good grasp of what they saw, it is time to get them writing. The students will draft a short story of their own about the scene, maybe adding a little dialogue and some key aspects to the action. They will each present their short story to the class, and they can compare their version of the clip with their classmates. This creates an enjoyable, communicative atmosphere for everyone. The silent movie activity helps the students practice processing events in English, writing, communicative learning and speaking/presenting in English (Seifert, 2019).

### ***Back to the Screen***

This activity focuses on communicative learning as well as writing. In this exercise, the teacher will pair the students up and have one student stand with their back to the screen as their partner tells them what is happening in the movie. Once the video clip is finished, the students change places, and the exercise repeats again and again, as many times as the teacher want to. Each student may explain what they see differently, and they will have to share their perspective in a quick, real-

time fashion as their partner intently listens. It can help them to practice their vocabulary and to improve their listening and speaking skills at the same time. (Seifert, 2019).

### ***Language Detectives***

First of all, the teacher tells the learners that to watch their next English show as a language detective. Throughout the episode, they have to observe and note down examples of the language they have been studying in class. Learners can show their observations on posters in the classroom, including the usage of certain tenses or phrases. It is a great activity for raising grammar awareness and improving noticing skills. While making the posters, they also use their imagination and creativity and improve-enhancing their artist skills. It also shows learners how the lessons in their textbook are used in real-life situations, so they will not think that this knowledge is useless. They could see that what they are studying can be used in their everyday life, so they will be more motivated to study and to keep up with the topic and the material of the subject (Thomson, 2019).

### ***Question Review***

Questions are always a great way to check on the students, assessing important comprehension points that will help the teacher evaluate how they are progressing and examine whether they are still paying attention to the lesson or the topic, or have been distracted long time ago and does not even know what is going on during the lesson. Developing questions that evoke creative and concise responses will allow the students to really get involved in the video clip and to think about it in different and creative ways, which will help them to feel that they are more involved in the lesson. An excellent way to help the students achieve success and build their confidence is to give them questions before showing the movie clip. Discuss the questions together and make sure that the students are all clear on what is being asked. If not everything is clear, they will misunderstand the task and give

up answering or give wrong answers. The purpose of this activity is to have the students engaged in all aspects of the movie clip, not just a part of it, so they have to pay attention during the whole clip, not just for a few seconds. This is a great listening and reading comprehension activity with writing and creative components as well (Seifert, 2019).

### ***Three, Two, One***

As in most of these activities, the whole class will need to decide on one episode to watch. The teacher instructs the learners to watch it in the original language with their native language subtitles, and to take notes of the following items: three words or phrases they learned from the episode, two of the best lines of dialogue, one best scene. The teacher can ask learners to fill in their observations and work with them to create sentences with the words or phrases they have chosen, form a corresponding dialogue with the best lines, and discuss why they liked their selected scenes. In this way, they can practice their grammar, vocabulary, listening, speaking, reading and writing skills at the same time, with the same amount (Thomson, 2019).

In this part of the paper, different film-watching activities are presented. Films have a very long history in the EFL classroom. The teachers had realized, that films are perfect tools for keeping the students' attention as long as they are connected to the topic of the lesson. Films can be used in various ways in the classroom. The ways are need to be chosen very carefully, because there are many factors that can influence the whole learning process. The language that is used in the film and the activities are need to be appropriate to the level and skill of the students, because if it is too hard or too easy for them, they will not pay attention and will lose their motivation to study.

## PART 3

### EMPIRICAL RESEARCH

This part of the paper demonstrates the purpose of the research and the methods that have been used in details. This part also presents the participants, materials, and the strategy used to collect the information. The purpose is to introduce the research by giving background information, the research questions, the hypotheses, and the aims of the research. The aim of the research is to examine the students' movie watching habits and to determine whether the films are useful tools in language teaching.

#### 3.1 Research Questions and Hypotheses

The aim of the research was to examine the students' movie watching habits and to provide suggestions on using films in the English classroom. Based on the scientific literature, the research questions were the following:

Research question 1: What are the advantages and disadvantages of using movies in the language classroom?

Research question 2: How can teachers use movies in the classroom?

Research question 3: How can students use movies outside the classroom to learn languages?

In order to answer these questions, different hypotheses were stated. The hypotheses were the following:

Hypothesis 1: It is beneficial to use movies in the classroom in order to catch the students' attention and to motivate them.

Hypothesis 2: Watching films in the target language motivates the students to learn that language.

Hypothesis 3: Students can improve their language skills themselves by watching movies in the target language.

The findings in Part 3 are giving detailed answers about whether the hypotheses were proved or disproved.

### 3.2 Participants

The participants of the research were the students of the schools in Solotvyno. The number of students who took part in the research was 80. They were aged between 13 and 17. Each of them answered all of the research questions according to their best knowledge. The research was made in Solotvyno, because no research has been made there in this topic before.

### 3.3 Instruments

In this research, to find the answers of all research questions and reach each student of all ages, a questionnaire was used. The questionnaire was anonymous, and the participants only needed to give their age and gender.

The questionnaire included 11 questions, focusing on the students' movie watching habits, the usage of subtitles, ways of motivation, benefits of watching English films, and the types and genres of the most often watched films by the students. The questionnaire contained nine multiple choice questions, twenty statements focusing on the benefits of movie watching, and one open ended question. The questionnaires were filled both in English and the mother tongue of the students. Those students who speak English well, wanted to fill the questionnaire in English, and those who have problems with their English could fill it in their mother tongue. Completing the questionnaire took approximately 15 minutes.

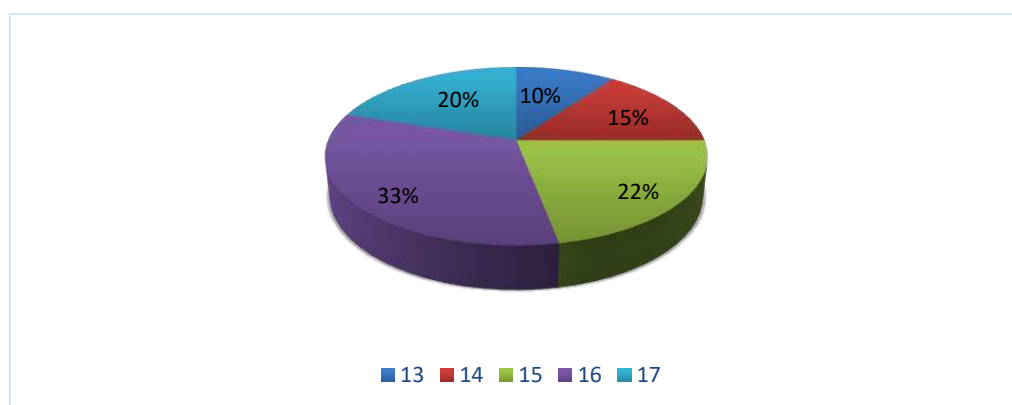
### 3.4 Research Findings

The research was conducted during the second semester of the academic year 2020/2021. The students were asked to read the questionnaire elements and respond to them to gather data about the benefits and ways of learning English through the help of films. The students answered the questions according to their opinions, experiences, and habits.

#### Age and Gender

The participants of the research were aged between 13 and 17. The most considerable number of answers came from the age category of 16. After that come the age categories of 15 and 17. The smallest amount of answers came from the age categories of 13 and 14.

Chart 3.4.1 The age of the participants

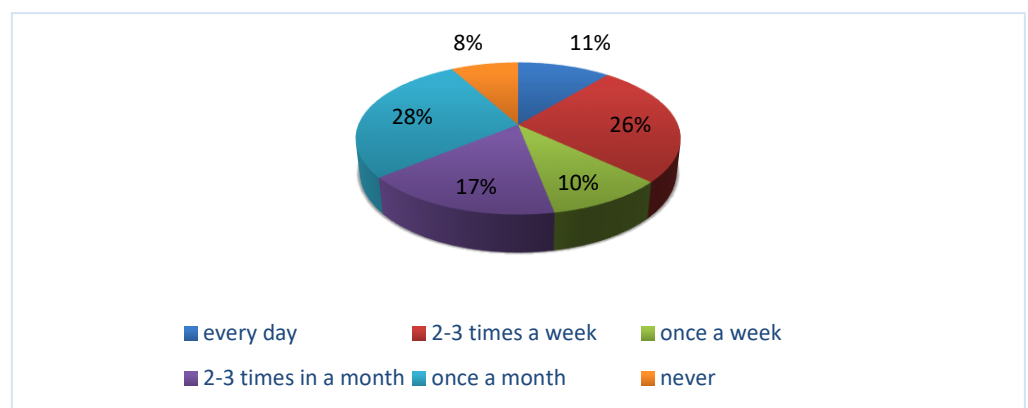


There were 46 women and 34 men. Women were more willing to fill in the questionnaire and to give answers about their habits.

## Watching Films in English

Most of the students watch films in English once a month or 2-3 times a week. Some of them watch movies 2 or 3 times a month, once a week or every day. The smallest amount of students have never seen films in English. Most of the students try to watch films in their native language because they understand it better than the English language.

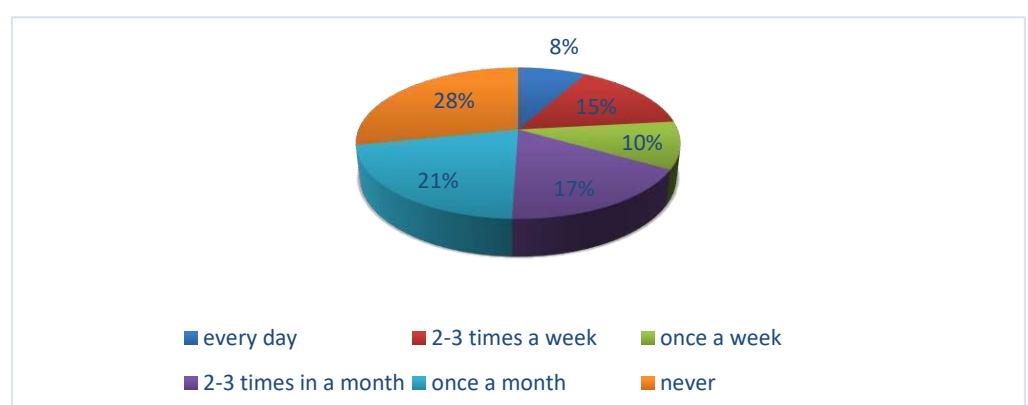
Chart 3.4.2 Watching films in English



## Watching Films for the Purpose of Language Learning

Most of the students never watch films for the purpose of studying. Some students watch once a month or 2-3 times a month. Few students watch 2-3 times a week or once a week, and some of the students watch films for studying every day. Most of the students do not like watching films for studying; they mostly watch them when they have to and not when they want to.

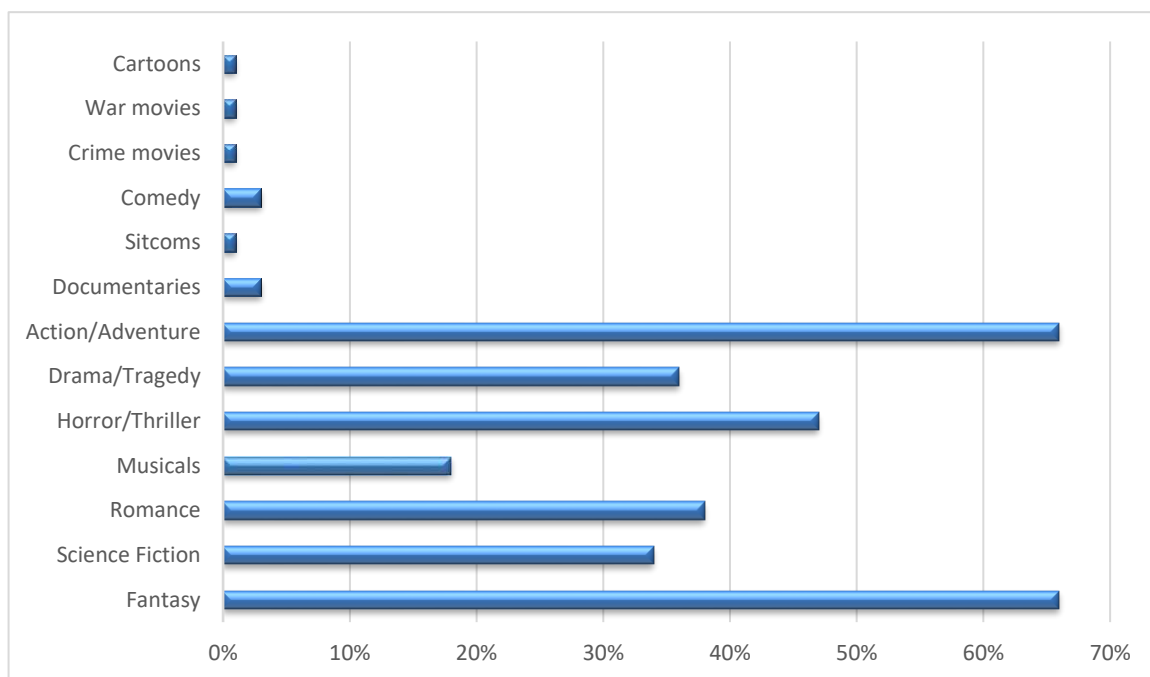
Chart 3.4.3 Watching films for the purpose of language learning



## Mostly Watched Film Genres

The most often watched film genres are fantasy and action or adventure movies. These are followed by the genres of horror and thriller, romance and drama or tragedy. Some of the students also watch science fiction and musicals. The least-watched genres are documentaries, sitcoms, comedies, crime movies, war movies and cartoons. The students' movie watching habits are almost the same, only some differences can be seen.

Chart 3.4.4 The mostly watched film genres



## Using Subtitles

Most of the students think that subtitles are extremely helpful in learning the English language. They use subtitles often, and the language of the subtitles is English or Hungarian.



Some of the students think that subtitles are rather helpful or can be helpful in certain situations, and they use them sometimes. The language of the subtitles that they use is Ukrainian or Russian.

Only a few students think that subtitles are usually not helpful and they use them rarely or never. The language of the subtitles is German or Italian, or the original language of the movie.

Chart 3.4.5.1 Usefulness of subtitles

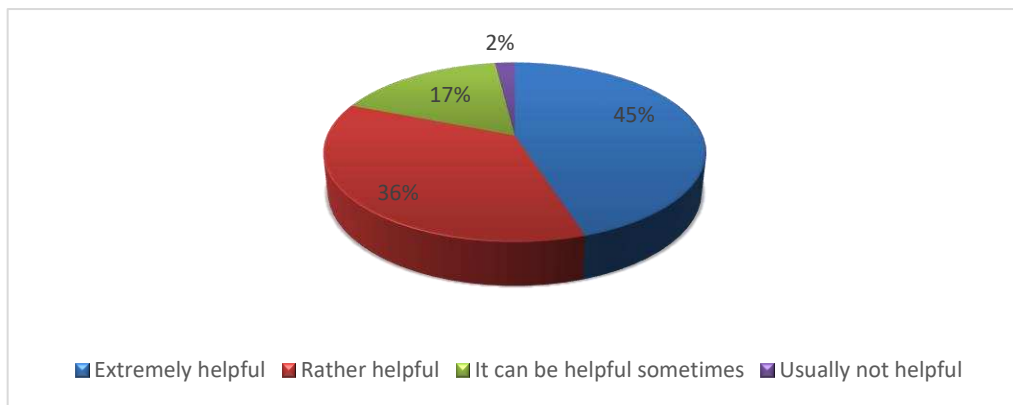


Chart 3.4.5.2 Frequency of using subtitles

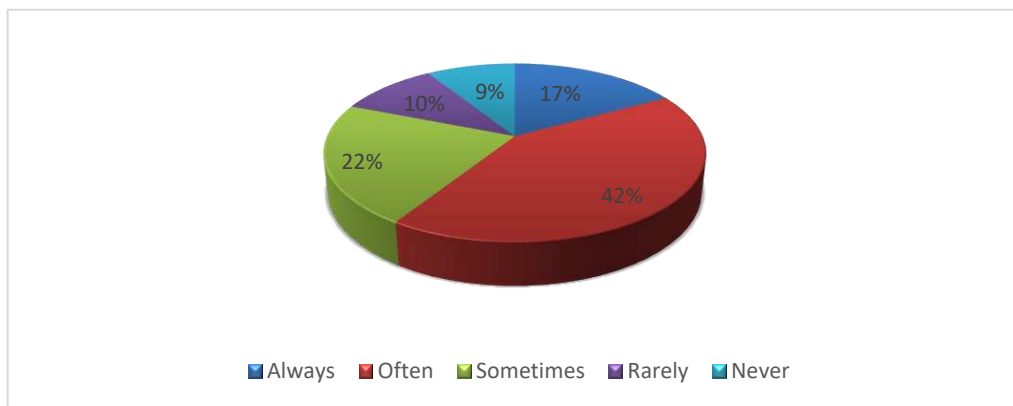
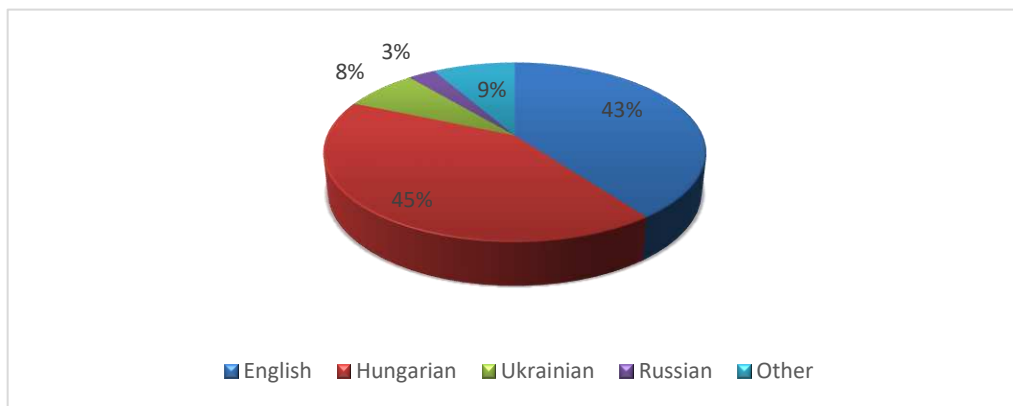


Chart 3.4.5.3 The language of the subtitles



## The Role of the Teachers

Teachers play an essential part in a student's life. Teachers show them how to find meaning behind things that seem to be meaningless. They also teach how to study certain things, for example, a language. In the process of language learning, the role of the teachers is unquestionable.

Most of the students say that their teachers often encourage them to watch movies to learn the English language. Even so, they do not show movies themselves in the language class ever, or just very rarely. Only a few students say that their teachers show them English movies in the class regularly.

Chart 3.4.6.1 Encouragement from the teachers

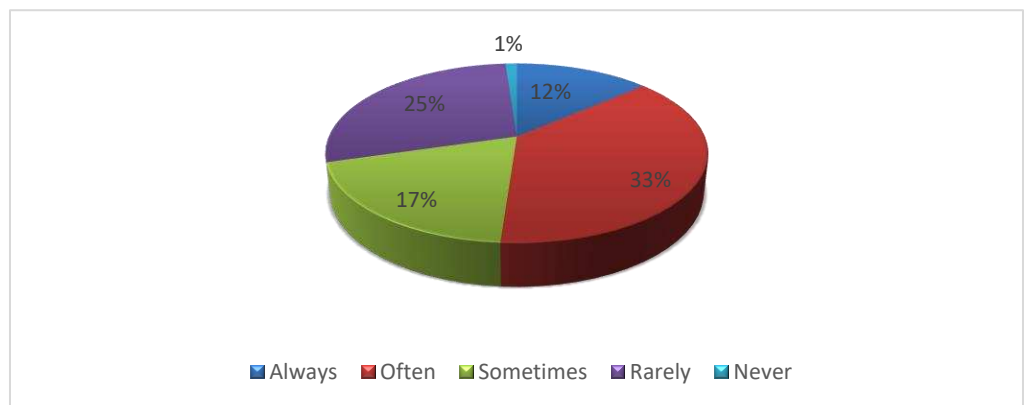
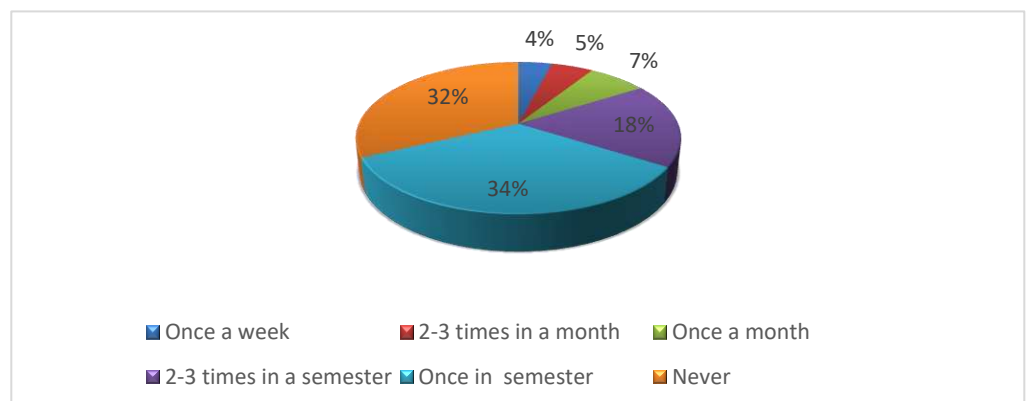


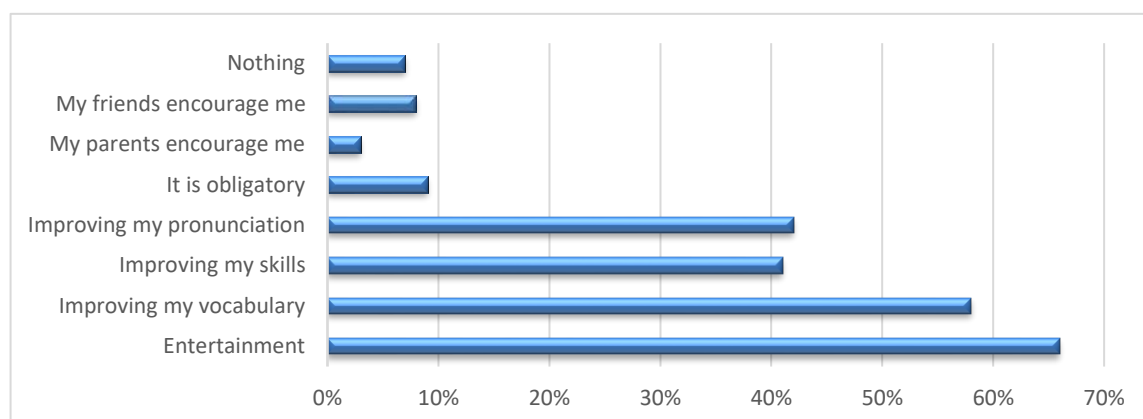
Chart 3.4.6.2 Frequency of watching movies in the classroom



## Motivation to Watch Movies in English

Motivation is an essential part of language learning. Every student has their own reasons why they are learning that language. The most significant amount of students watch movies in English only for entertainment. Most of the students watch English movies in order to improve their vocabulary, skills, and pronunciation. Some of the students watch English movies only when it is obligatory. Only a few students say that their family or friends encourage them and some of them do not have any motivation to watch movies in English.

Chart 3.4.7 Motivation to watch movies in English



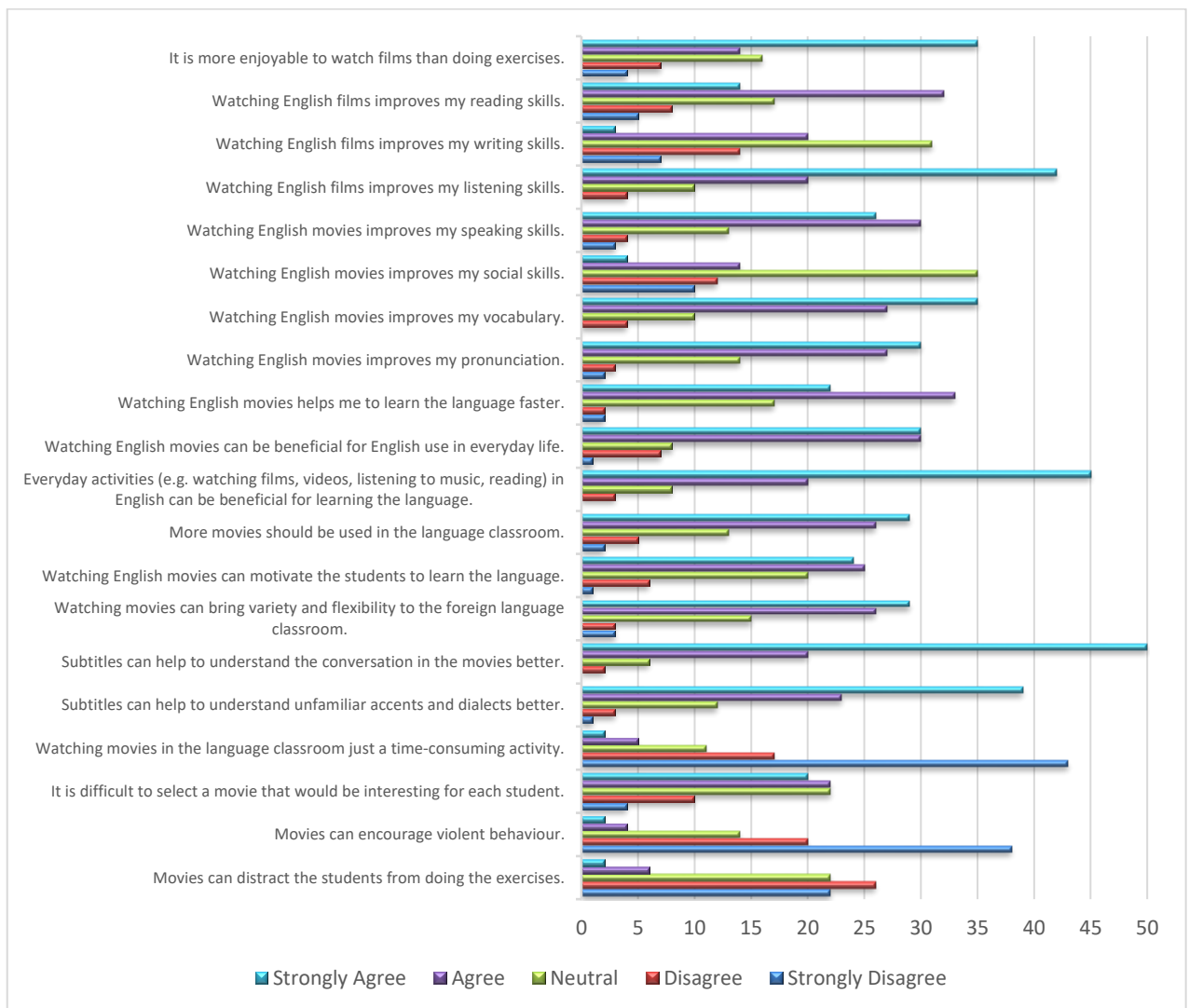
## Advantages and Disadvantages of Watching Movies in the Classroom

The students agree with the statement, that it is more enjoyable to watch films in the lessons than doing exercises. They think that watching films can improve their reading and writing skills sometimes, but it is more beneficial in improving listening and speaking skills, and their social skills, pronunciation and vocabulary. They say that it is true that watching films can help to learn a language faster and for English use in everyday life. According to their answers, the students agree that everyday activities can help in learning languages and that more movies should be used in the language classroom. Watching movies in the classroom can motivate

students to learn languages and it brings variety and flexibility in the classroom and it is not just a time-consuming activity.

According to the students, subtitles can help understand the foreign accents, dialogues, and the movies' conversations better. The students agree that it is difficult to select a movie that would be interesting for each student, but they do not think that there are any other disadvantages of movie watching in the classroom, such as encouraging violent behaviour or distracting them from doing other exercises.

Chart 3.4.8 Advantages and disadvantages



## Watching Movies to Learn Languages

Students think that movies have a significant impact on language learning because it is an excellent source of everyday vocabulary. Teachers can use movies to improve the students' listening skills. They watch movies to improve their pronunciation, to learn new vocabulary, and to listen to different accents. They think that English is a useful language and it is important to learn it, in order to understand other people and information written in foreign languages. They learn English mostly themselves, not in the classroom, by watching films and videos, listening to music and playing games. Most of the students learn English because they want to understand movies, songs and games on their original language and to be able to talk to others when they travel to foreign countries, and because they are interested in other cultures.

### 3.5 Pedagogical Implications

The research has been done with a small number of participants, and because of that, the research needs to be continued and additional information is required.

As the answers of the participants have shown, students usually enjoy watching films in English. They watch movies to study because they feel that it is the easiest way to learn a language, new vocabulary, pronunciation, and improving listening and speaking skills. The students all agree about the importance of film watching and its benefits in language learning.

Most of the students try to watch films in their native language or at least use subtitles, because they do not understand English well. Those who can speak English either use English subtitles to understand the conversations, foreign accents and dialects, and the story better.

The students think that watching movies in the language classroom has many advantages and just a few disadvantages. Watching movies can be beneficial in language learning because students can hear English conversations, the accents

and pronunciation of native speakers, and in that way, they can get closer to the target language and its culture.

According to the answers, it can be seen that films are helpful tools in language teaching. They can be used to improve the students' vocabulary, pronunciation, listening and speaking skills, studying new words and phrases, or motivating them to study English and other languages.

## Conclusion

Films have had a long history in the EFL and ESL classrooms. Language teaching professionals found ways long time ago in which television could be used in language teaching. With the invention of the television, it became easier to show films in the classrooms and to use specific scenes for analysis. Although, films were often used as time-filling activities to help teachers make their jobs easier.

Series and films are a great source of real spoken grammar. Showing a short extract out of a film when characters use a structure of a grammar point you are teaching at that times brings a new perspective to the class. In that way, students can see that the grammar introduced is not just something they have to study because it is in the book. They realize that it needs to be studied, because people who speak English as their native language use it.

The first part of the paper provided a literature review about the language teaching methods, approaches and techniques. It is essential to use the appropriate language teaching approaches and methods in order to make language learning possible. As language teachers, it is our duty to help the students understand the different language items, their form, usage and connections. In order to do that, we must use the appropriate methods to avoid confusion and lack of interest in language learning. We need to know our students and be aware of their skills and abilities, or we would choose the wrong method. Teaching a student with the wrong method would have irreversible damaging effects on their language learning, and discouraging them.

The second part has shown different activities to use films as teaching tools and help the teachers to select the most appropriate film to the topic of the lesson and to easily set the pedagogical goals. After selecting the film and defining the pedagogical goals, the teacher has to decide which activities will be used and the sequence of these activities during the lesson. The types of the tasks can be distinguished as pre-viewing tasks, while-viewing tasks and post-viewing tasks.

The third part of the paper demonstrated the purpose of the research and the methods that have been used in details. That part presented the participants, materials, and the strategy used to collect the information. The functions were to introduce the research by giving background information, the research questions, the hypotheses, and the aims of the research.

The research aimed to examine the students' movie watching habits, the advantages and disadvantages of movie watching in the language classroom. The thesis also tries to find the best ways to learn foreign languages, with the help of movies.

The research has shown that the students' movie watching habits are almost the same, they watch the same genres at the same time, and only a few differences can be seen. Most of the students do not like to watch films for studying. They mostly watch them when they have to and not when they want to. That student who does not enjoy watching films in English also finds it boring and useless to learn from movies. Those students enjoying English films also find it helpful and meaningful to study the language from movies.

The hypotheses were proved. The research has shown that most students think they can learn vocabulary, pronunciation, and basic language by watching films in the target language. The students answered that they are more motivated to learn a language if they find something that is connected to that language and also interesting for them and films are perfect tools for motivation.



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## РЕЗЮМЕ

Історія використання фільмів з метою вивчення мови відома досить здавна. Мовознавці вже давно використовують телебачення, як засіб для вивчення мови. З появою телебачення простіше стало показ фільмів або відеороликів у класах. Але часто в школах перегляди фільмів використовують замість проведення уроків.

Перегляди фільмів та серіалів можуть бути використані для показу живої граматики. За допомогою перегляду фільмів та відеороликів учням презентується нова точка зору про граматичні знання. Вони можуть переконатися в тому, що як важливо вивчення граматики для використання в щоденній практиці. Також знання граматики важливо при спілкуванні з людьми, які використовують граматичні знання щоденно.

Перша частина кваліфікаційної роботи дала перегляд літератури про методи та прийоми викладання мови. Для вивчення мови, важливо використовувати відповідні методи викладання мови. Як вчитель мови, наш обов'язок - допомогти студентам зрозуміти різні мовні елементи, їх форму, використання та контекст. Для цього нам потрібно використовувати правильні методи, щоб уникнути плутанини та відсутності інтересу до вивчення мови. Нам потрібно знати своїх учнів і усвідомлювати їх здібності, інакше ми вибрали б неправильний метод. Якщо студента навчатимуть неправильно- це матиме незворотний згубний вплив на вивчення мови та стримуватиме його.

В другій частині моєї роботи висвітлені вправи для перегляду фільмів, які використовуються для вивчення англійської мови. А також представлені методи вибору фільмів для вивчення шкільної програми. Вправи для перегляду фільмів складаються з трьох частин: вправи до перегляду, вправи під час перегляду та вправи після перегляду фільму.

Третя частина кваліфікаційної роботи представила мету дослідження та деталізовано використані методи. Цей розділ представив учасників,

матеріали та стратегію, яка використовується для збору інформації. Метою було представити дослідження шляхом надання довідкової інформації, дослідницьких питань, гіпотез та цілей дослідження.

Метою дослідження було вивчити звички учнів до перегляду фільмів, переваги та недоліки перегляду фільмів у класі, а також знайти найкращі способи вивчення іноземних мов за допомогою фільмів.

Дослідження доказало, що учні в основному дивляться однакові по жанру фільми, переважно з метою розваг. Не дуже подобаються їм фільми для навчання. Учням, яким подобається дивитися фільми на англійській мові, вважають, що це необхідно для вивчення мови, розвитку мовлення. Фільм хороша мотивація для вивчення англійської мови.

## Appendix

### Questionnaire

Age:

Gender:

1) How often do you watch English films?

- a) every day
- b) 2-3 times a week
- c) once a week
- d) 2-3 times in a month
- e) once a month
- f) never

2) How often do you watch films for learning languages?

- a) every day
- b) 2-3 times a week
- c) once a week
- d) 2-3 times in a month
- e) once a month
- f) never

3) Which genres do you prefer to watch?

- a) Fantasy
- b) Science Fiction
- c) Romance
- d) Musicals
- e) Horror/Thriller
- f) Drama/Tragedy

g) Action/Adventure

h) Other

4) Do you think subtitles help in learning the English language?

a) Extremely helpful

b) Rather helpful

c) It can be helpful sometimes

d) Usually not helpful

e) Rather useless

f) Absolutely useless

5) Do you use subtitles when you are watching movies?

a) Always

b) Often

c) Sometimes

d) Rarely

e) Never

6) What is the language of the subtitles that you use?

a) English

b) Hungarian

c) Ukrainian

d) Russian

e) Other

7) Do your teachers encourage you to watch movies for learning the English language?

a) Always

b) Often

c) Sometimes

d) Rarely

e) Never

8) How often do your teachers show you movies in the language classroom?

a) Once a week

d) 2-3 times in a month

e) Once a month

f) 2-3 times in a semester

g) Once in a semester

h) Never

9) What motivates you to watch movies in English?

a) Entertainment

b) Improving my vocabulary

c) Improving my skills

d) Improving my pronunciation

e) It is obligatory (e.g. it is the homework)

f) My parents encourage me

g) My friends encourage me

h) Nothing, I don't watch movies in English

10) Read the statements and put a tick in the box according to the rating scales below.

1 - Strongly Disagree

2 - Disagree

3 – Neutral

4 – Agree

5 – Strongly Agree

Number	Statement	1	2	3	4	5
1.	It is more enjoyable to watch films than doing exercises.					
2.	Watching English films improves my reading skills.					
3.	Watching English films improves my writing skills.					
4.	Watching English films improves my listening skills.					
5.	Watching English movies improves my speaking skills.					
6.	Watching English movies improves my social skills.					
7.	Watching English movies improves my vocabulary.					
8.	Watching English movies improves my pronunciation.					
9.	Watching English movies helps me to learn the language faster.					
10.	Watching English movies can be beneficial for English use in everyday life.					
11.	Everyday activities (e.g. watching films, videos, listening to music, reading) in English can be beneficial for learning the language.					
12.	More movies should be used in the language classroom.					
13.	Watching English movies can motivate					



	the students to learn the language.					
14.	Watching movies can bring variety and flexibility to the foreign language classroom.					
15.	Subtitles can help to understand the conversation in the movies better.					
16.	Subtitles can help to understand unfamiliar accents and dialects better.					
17.	Watching movies in the language classroom just a time-consuming activity.					
18.	It is difficult to select a movie that would be interesting for each student.					
19.	Movies can encourage violent behaviour.					
20.	Movies can distract the students from doing the exercises.					

11) Do you have any other thoughts which are connected to the questionnaire? ( e.g. how you learn English, what motivates you, how films help you to learn languages, etc.)

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## NYILATKOZAT

Alulírott, Papp Melinda angol szakos hallgató, kijelentem, hogy a dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskolán, a Filológia tanszéken készítettem, angol nyelv és irodalom tanári diploma megszerzése végett.

Kijelentem, hogy a dolgozatot más szakon korábban nem védtem meg, saját munkám eredménye, és csak a hivatkozott forrásokat (szakirodalom, eszközök, stb.) használtam fel.

Tudomásul veszem, hogy dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola könyvtárának Kézirattárában helyezik el.