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FILMS AND STREAMING MEDIA
AS ENGLISH LANGUAGE LEARNING TOOLS

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ЗМІСТ

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INTRODUCTION

The development of technology bears its mark on every aspect of people's lives. We use it for communication, entertainment, medicine and so on. It was inevitable for it to be introduced in the classroom. Although, it may seem, the idea, of using media in education is far from new. Going back to the 1970s, video materials have been used as an authentic language source. (Brown, 2010) Using different mediums in teaching has provided many opportunities for educators, to diversify their lessons and make them more authentic. Not to mention, that most of the time students consume streaming media

With time more and more types of media have surfaced that are suitable for educational use, namely to teach English as a foreign language or EFL. From CDs and DVDs of the early 2000s to more recent examples like Youtube and Netflix. The letter being sources of entertainment outside of the classroom, many teachers do not recognize the as educational tools. Despite this, many scholars argue, that different mediums and streaming media are of value in- and outside of a traditional learning environment. They mention a number of positives and negatives of aspects it has while focusing on the possible applications of this method.

Research shows, how effective streaming media is when used for educational purposes. It can be an effective motivator, a way to capture and maintain the attention of learners. It is important, that students are exposed to authentic language material in, that being said, it is rather difficult to do that in a classroom setting. Media materials are optimal for this purpose. Furthermore, when it comes to the usage of these tools, students are presented with real life-like language use and situations. Another aspect, that cannot be overlooked when it comes to media use is, that it gives an emotional colouring, it provides for the lesson. As it stands, people remember information better, when there is an emotional stimulant alongside it. This can be capitalized on in education. Finally, it has to be kept in mind, that, films, series and videos are first and foremost are a form of entertainment. One of the implications of this is that, students might find themselves watching the same Tv shows or Youtube videos, that they have been introduced to during class

Despite all the above mentioned positive characteristics, most educators are reluctant to use media resources during class. A number of factors might be the cause of this. Firstly, most teachers are unwilling or unable to move out of their comfort zones, meaning, that they are used to using a number of methods and don't want to try out new ones. The next might be that teachers are unfamiliar

with the equipment. Most teachers, might not have the time or energy to be able to use computers effectively. Educators with decades of experience might not even consider using multimedia equipment during day-to-day teaching, because the unusual nature of these educational tools compared to regular ones.

On the other end of the spectrum, there are the students of the present, who are well-versed in the ways of the internet and technology in general. They use streaming media on a daily basis and gather information almost effortlessly on a variety of topics and fields, they are interested in. It is common for young people who possess even basic English language knowledge, to gravitate towards consuming media in that language, because the quality might better when talking about Youtube videos or movies. It is safe to say, that most learners nowadays recognize the impact media has on their language learning.

After taking into account all of the information, this study aims to shed light on the attitude of teachers and learners towards streaming media as a tool of language learning. It also attempts to gain a general understanding of fields, media consumption could be beneficial in.

Hence, the *object* of the current paper is the phenomena of streaming media use in- and outside of the classroom. *The subject* of research is the areas of language learning, streaming media can be beneficial in.

Overall, in order to achieve the set aims, the present study attempts to *answer the following questions*:

1.   Is streaming media beneficial for EFL learners?
2.   In what areas of EFL learning does it improve?
3.   What is the stance of teachers and learners on the topic?

A number of methods will be used for the purpose and realization of the tasks set: an analysis and study of the state of problems related to the research topic; analysis of literature, definition of streaming media for the explanation of certain terms and concepts; a descriptive method for studying and analysis of surveys that became the research material.

The results of this study are relevant for language learners and teachers alike as well as for anyone who us concerned with the topic

With regard to the issue under investigation, *the following pedagogical implications can be provided:*

•   The use of streaming media helps learners improve different language skills

•   Media consumption is an effective way of learning outside of the classroom.

•   The introduction of media in the classroom, makes it more interesting, engaging, thus eliciting responses from the students

The data presented in this study relies on 8 survey results of teachers of English and 42 students. The views of both parties will be in the center of this investigation. In order to obtain, quantifiable information, questionnaires were chosen as the data collection method. After the collection of data, the questionnaires will be analysed.

The study at hand begins with the descriptions of traditional and modern methodology. Next, it talks about the popular films to be used in a classroom setting, the outcomes, types and sources. Continuing, It delves into the benefits and drawback of authentic input use. The following part talks about the definition of streaming media and the mechanisms it has, as well as the negative and positive effects. Following the background chapter, the research questions and methods along with the data analysis are described in detail. The results are both presented and discussed, after which the present study concludes with a brief summary of results.

PART I

TRADITIONAL VERSUS MODERN EFL TEACHING

Recent technology advancements have changed the world around us and our everyday life. Education being an indispensable part of a person's life in this fast changing world is not an exception to it. With the advent of cheap resources to getting information online, foreign language acquisition is now getting a new dimension. Since a new generation has grown up under the influence of our new technological world, bringing up as well as educating young people nowadays is inseparable from digital devices. Therefore, in order to make use of these devices and incorporating them into the education process to maximize the learning opportunities and improve its outcomes, teachers and especially foreign language teachers have to learn how to work with and adapt the possibilities provided by the new technology. Computer provided opportunities are becoming more widely available and new educational software appearing in our educational institutions.

Computer provided opportunities represent a useful teaching aid either in or outside the classroom and a means of introducing a highly desired variety into the EFL classroom to meet the needs of a modern foreign language learner. Developing the four skills reading, writing, listening and communication skills are of paramount importance in learning a foreign language. The use of technology provided opportunities might be a great aid in addressing these skills since students listen to and gradually learn to listen understand not only English used by native speakers but grasp the meaning by being introduced to different accents and speech patterns. In addition, new computational media may be an endless source for various reading and speaking assignments as well as it can serve as a source of ideas for completing different writing tasks.

Obviously, English had been taught prior to the invention of new technologies. However, opportunities provided by introducing new media into the learning process may open up a different, more exciting, faster and reliable world of acquiring a foreign language.

1.1 Traditional methodology

Here we examine the terms 'traditional methodology' and 'modern methodology' focusing on traditional methodology, its procedures, philosophy and different methods. Most of the time the aim of any methodology in foreign language teaching is to better the foreign language skills of the student. However, traditional methodology is based on improving different parts of language

learning and areas of knowledge. It is a functional procedure, which focuses on skills and areas of knowledge separately. Given this, traditional methodology is associated with the teaching of language used in a certain field related to the students' needs. A typical aspect of traditional methodology, as Broughton et al put it, is the "teacher-dominated interaction" (Broughton 1994, p. 22). During teaching, the teacher is in the center. Jim Scrivener claims, that "traditional teaching [is imagined to work as] 'jug and mug' – the knowledge being poured from one receptacle into an empty one." This widespread attitude comes from the idea that "being in a class in the presence of a teacher and 'listening attentively' is [...] enough to ensure that learning will take place" (Scrivener, 2005 p. 17). In his book, Jack C. Richards tells us that in the case of traditional methodology "learning was very much seen as under the control of the teacher" (Richards, 2008 p. 4). To simplify, according to traditional methodology, if the student is present during the lesson, , he will be able with the help of the teacher to learn the material, thus putting the responsibility on the teacher.

This approach to teaching foreign languages is widely accepted and being used with regard to the development of the four language skills.   Grammar teaching has also been practiced using traditional methodology. Tharp, in his article "Modern Foreign Languages," introduces the following, "emphasis was placed on the formal side of the language" (Tharp, 2008, p. 49). Analysing the way people speak for some time, professionals concluded in the book Teaching English as a Foreign Language by Broughton and colleagues, that "the actual choice of words and their arrangement is new virtually every time we produce an utterance ([with] a very small list of exceptions). [...] The only way to explain the process of making new sentences by analogy involves the notion of observing the regularities (rules, patterns, structure) underlying them and working out how to operate them to generate new sentences" (Broughton, 1994, p. 45). Richards adds that "it was assumed that language learning meant building up a large repertoire of sentences and grammatical patterns and learning to produce these accurately and quickly in the appropriate situation" (Richards, 2008, p. 6).

Observing the information above we support the assumption that "the traditional view that the English language consist of a battery of grammatical rules and a vocabulary book" (Broughton, 1994 p. 39). In his book The ELT Curriculum, Ronald V. White discusses the effects of handling the language in a grammar reliant way. According to him, the traditional methodology does not present the language as a means of communication. Rather, using this interpretation language is seen "[as] a body of esteemed information to be learned, with an emphasis on intellectual rigor" (White, 1988, p.

8). The traditional approach describes the languages simply as a list of grammar rules and collection of vocabulary items. Consequently, the belief is that if one understands the rules and knows the words of the language, he or she can use it effectively. The facts mentioned above point out, that teaching also focuses on the grammatical rules and lexical items. As stated by Jack C. Richards, "earlier views of language learning focused primarily on the mastery of grammatical competence" (Richards 2008 p. 4). The same author offers a definition of this like: Grammatical competence refers to our knowledge of a language, the ability to produce sentences. It refers to the essentials of a sentence (e.g. parts of speech, tenses, phrases, clauses, sentence patterns) and how sentences are formed. (Richards, 2008, p. 3) When grammar is of outmost importance it is called the 'Grammar-Translation Method.' The principles of this approach are best summed up by Broughton "a teaching method which selected the major grammar rules with their exceptions and taught them in a certain sequence" (Broughton 1994 p. 39). According to Richards, "based on the belief that grammar could be learned through direct instruction and through a methodology that made much use of repetitive practice and drilling" (Richards, 2008, p. 6). Broughton specifies the features of the grammar-translation method, such as "rules, examples, its paradigms [...] and related exercises" (Broughton, 1994, p. 39). This opinion is supported by White "grammar translation involves the learning and application of rules for the translation of one language into another" (White, 1988, p, 8). In light if this, Richards considers the "approach to the teaching of grammar a deductive one: students are presented with grammar rules and then given opportunities to practice using them." (Richards, 2006, p. 6).

Another aspect of traditional methodology is revealed in Tharp's statement about the essential issues of language teaching according to the following "rules to be memorized, grammatical text analysis, and literal translation" (Tharp, 2008, p. 49). Consequently, the students were expected to learn grammatical rules by heart and use them while translating sentences and analysing texts. Bowen, Madsen, and Hilferty point out the "main focus" of the traditional methodology as "on committing words to memory, translating sentences, drilling irregular verbs, later memorizing, repeating and applying grammatical rules with their exceptions". White's opinion is that "knowledge of the rules is regarded as being more important than application and the focus is on teaching about the language" (White, 1988, p. 8). White continues, "there is no oral or pronunciation work, since it is the written language which is taught, and 'mental discipline' is stressed rather than any ability to actually use the language" (White, 1988, p. 8). Jack C. S Richards states that "techniques that were often employed included memorization of dialogs, question and

answer practice, substitution drills and various forms of guided speaking and writing practice" (Richards, 2008, p. 6). This might encourage students to only use memorized presets of the language, instead of creating their own structures. The result of Tyler's experiments is the following: "grammar translation method produced habits indicative of deciphering and not of reading" (Tyler, 2008, p. 23). This impression might be caused by the constant analysis of texts: vocabulary items and grammatical forms are decoded as a first step, the formation of the meaning in the target language comes after. White suggests that the reason for this academic approach being widespread, might be the influence of higher education facilities. He claims that "language teaching conformed to the kind of academicism which the universities considered appropriate" (White, 1988, p. 8).

The information above clearly indicates the lack of diversity and flexibility of the traditional approach. It concentrates on drilling and memorization instead teaching the ways of real world application of the material. The main focus is to give students a backlog of language items and structures instead of motivating them, to express themselves and develop language use. The main objective of education would be to provide learners with practical and factual knowledge. Unfortunately, the traditional approach focuses mostly on the latter.

1.1.1 Advantages of the traditional approach

One of the advantages of the traditional approach is the option of on the spot error correction. Broughton on the topic of error correction states that "by making mistakes the learner is practising the wrong thing and developing undesirable habits" (Broughton, 1994, p. 46). Richards agrees saying that: "Good habits are formed by having students produce correct sentences and not through making mistakes. Errors were to be avoided through controlled opportunities for production (either written or spoken). By memorizing dialogues and performing drills the chances for making mistakes were minimized. [...] Accurate mastery was stressed from the very beginning stages of language learning, since it was assumed that if students made errors these would quickly become a permanent part of the learner's speech." (Richards, 2008, p. 4, 6)

In order to avoid mistake being engraved into students' memory, the teacher has to correct it right away. Another advantage of this method might be the presence of routines. In a book on Czech education, the typical procedures are described. It states that the teacher "starts the lesson with revision of the previous lesson. He examines the pupil individually by asking them to come to the blackboard, they are asked to [...] do an exercise, [...] respond to teacher's questions or sometimes

the whole class takes a written test." The book continues "… the teacher explains a new subject matter and practises it with exercises" (Chudá, 1998, p. 19). According to Chudá, the final part of the lesson has to go the following way: "…… he sums up the topic and sets assignments for the next lesson" (Chudá, 1998, p. 19). We can see that the students can anticipate how the lesson will go. First, the previous lessons material is revised. The presentation of the new material comes next: the teacher explains it, then it is practiced through exercises. The last component is revision of the thing thought and giving homework.

1.1.2 Disadvantages of the traditional methodology

As everything, this way of teaching has a negative side as well. According to some authors, there is a lack of attention paid to basic skills like reading, writing, speaking and listening. As mentioned above, "reading" in a foreign language is reliant more on decoding the information, than in the mother tongue (Tyler, 2008, p. 23). The student tries to understand every single word and its grammatical form, because he believes it is essential for understanding the text. As has been pointed out above, other authors agree on the lack of speaking and pronunciation practice in traditional teaching methodology (White, 1988, p. 8; Broughton, 1994,. P 9). Instead of trying to speak and getting the meaning across, the students are bombarded with linguistic information, "rules with examples, its paradigms [...] and related exercises" (Broughton, 1994, p. 39). In the view of Broughton and his colleagues, this approach "ha[s] for so many years produced generations of non-communicators" (Broughton, 1994, p. 39). Concerning writing, Donald H. Graves makes a point: Writing has been used as a form of punishment: 'Write your misspelled worry 25 times. Write one hundred times, I will not chew gum in school.' 'Write a 300 word composition on how you will improve your attitude toward school.' Teachers in the 1990s used writing as a disciplinary tool. (Graves, 2008, p. 3) The traditional methodology values the aspect of writing the most in the language leaning process. Writing is presented as a negative despite being priority. Here we are faced with an oxymoron of sorts. The students are expected to develop adamant writing skills, if done so, it is considered, that they reached the end goal. Simultaneously they are being punished using writing tasks. This can be very demotivating for the students.

To sum up the above-mentioned ideas, we can say that traditional language teaching based on a traditional approach, regards language as a body of vocabulary knowledge and words, that have to be combined according to the rules. Traditional methodology thus focuses on grammatical structures and isolated items of vocabulary. Jim Scrivener mentions that "….the teacher spends quite

a lot of class time using the board and explaining things – as if 'transmitting' the knowledge" (Scrivener, 2005, p. 16). Students are expected to learn the words and grammatical guidelines of a language, thus achieving proficient knowledge. In reality, it robs learners of the ability to express themselves freely and without the urge to only use the memorized structures because, according to Broughton and Scrivener, the syllabuses are grammatical and the language is grouped by purpose (Broughton, 1994, p. 16; Scrivener, 2005, p. 31). The main skills, such as reading, writing, listening and speaking, are generally taught at a low level. Nevertheless, as Scrivener states, this teaching method is used by many teachers across the globe, "and is still the predominant classroom method in some cultures" (Scrivener, 2005, p. 16, 38).

1.2 Authentic input in language learning

The history of authentic language sources usage started a long time ago. Henry Sweet (1899, cited in Gilmore, 2007) was one of the pioneers who utilized authentic texts in his books because he was aware of their potential advantages over contrived materials. To determine the meaning of authentic input, we have to determine the meaning of authentic. In this regard, there is a variety of definitions of this concept which relate to the foreign/second language (Gilmore, 2007; Taylor, 1994; Nunan, 1999). These varieties of definitions originate from the debate as to whether authentic materials in the foreign/second language are in fact authentic or not. Considering the concept of authentic language input, Gilmore (2007) defined authentic language input as the language carrying a real message which is created by a real speaker or writer for a real audience. Taylor (1994) also considered authentic language input as any material in English that has not been specifically produced for the purpose of language teaching. In fact, authentic language materials are spoken or written language materials that have been produced in the course of real communication and not specifically produced for the very purpose of language teaching (Nunan, 1999). According to Nunan (1999), authentic language input can be drawn from various sources of audio-visual mass media technologies including TV. Linguistically, authentic language input refers to the use of authentic materials from the target culture which is presented in the target language such as different programs, for example, news, movies, songs, soap opera, and comedy as audio-visual mass media materials provided by various technologies. The important point to be considered is that these materials are not initially made for language teaching purposes.

There are authentic language materials to use in the case of English as a foreign language teacher. Social interaction not being an option, there are a lot of multimedia sources to be used. The

technologies that can be used in EFL teaching using media are mostly computers and TVs along with recordings and alike. Diversifying the use of textbooks, most of the time, there is an included disc, containing audio or video materials. Considering the integration of various audiovisual programs that provide authentic language input into language learning, many studies have been conducted (Martinez, 2002; Gilmore, 2007) According to Gebhard (1996), there are unlimited sources for authentic language materials from TV programs that language teachers and learners can utilize for the very purpose of language learning.

1.2.1 Integration of new technologies into foreign language learning

In the following, we will deal with modern methodology, disciples, practices and values of authentic input. Unlike traditional methodology, this approach is rather student-oriented. In Jim Scrivener's opinion, the teacher's purpose is to "help learning to happen," including "involving" students in the ongoing activities "by enabling them to work at their own speed, by not giving long explanations, by encouraging them to participate, talk, interact, do things, etc." (Scrivener, 2005, p. 18, 19). Broughton elaborates on the idea claiming that, "the language student is best motivated by practice in which he senses the language is truly communicative, that it is appropriate to its context, that his teacher's skills are moving him forward to a fuller competence in a foreign language" (Broughton, 1994, p. 47). Simply, this type of teaching focuses on the student. The teacher does not streamline the process, he or she only serves as a guide of sorts. The students are encouraged to explore and experiment during the learning process. Jim Scrivener, in his book, Learning teaching explains that nowadays a great emphasis is put on "communication of meaning" (Scrivener, 2005, p. 31). Likewise, Jack C. Richards highlights the importance of communicative competence, in his words it is "… being able to use the language for meaningful communication" (Richards, 2008, p. 4). Thus, this is referred to as Communicative Language approach by many researchers of the topic. According to a different group of scholars, led by Broughton, learning is "not simply for the learner to be able to write to a foreign pen friend" but to change one world view and "certain ways of thinking about time, space and quantity [and] attitudes towards" everyday life (Broughton 1994, p. 9,10). In short, some learn languages simply for the ability to communicate with people of other nations. Others, do so to enhance their world view and have a different perspective on the ways of the world. However, the introduction of modern technology has changed everything.

As indicated by Jack C. Richards, "attention shifted to the knowledge and skills needed to use grammar and other aspects of language appropriately for different communicative purposes such

as making requests, giving advice, making suggestions, describing wishes and needs and so on" (Richards, 2008, p. 8). Methods of teaching had to evolve with the change of perspective and the communicative need of learners. Ronald V. White suggests three characteristics of modern technology; first is "the primacy of speech"; second is "the centrality of connected text as the heart of teaching-learning process"; and the third, is an "absolute priority of an oral methodology in the classroom" (White, 1988, p. 11). Leaving behind the memorization focused education system, the modern methodology wishes to present students with contextualized knowledge as well as the ability of independent thinking.

Modern methodology is the exact opposite of the traditional one. It tries to shake off the constraints of teacher led education and give students the ability and option of individual thinking and improving practical skills

1.2.2 Incorporating modern techniques into teaching skills

The four fundamental skills are writing speaking, listening and reading. They are classified into groups such as: receptive (listening and reading) and productive (speaking and writing). These skills have sub-skills attached to them; for example, reading includes skimming, scanning, intensive reading, and extensive reading. While listening, students can listen for gist, or for specific information: for specific details, like directions, numbers addresses etc. Professionals are of the opinion that instead of improving memory, education should focus on developing skills. In Jim Scriveners words, with receptive skills it is always better to assign one task, let the students accomplish it, have feedback, and then assign another task, let the students read or listen to the text again, have feedback, etc.

Scrivener points out that the tasks should be graded from the easiest to the most difficult, or, in other words, from the most general to the most detailed, and the students must know what the assignments are before the listening or reading itself is done. If the students do not manage to accomplish the task, the teacher should play the listening again or give them more time for reading (Scrivener, 2005, p. 170-173). Students might lose interest and motivation when presented with tasks that are too difficult or do not serve the purpose or theme of the lesson. Therefore it is crucial to find activities that are useful for the students.

On the topic of productive skills, like writing and speaking, there are some points to consider. While students practice production skills, in the context of modern methodology, the

teacher has to be aware of the difference between accuracy and fluency. Jack C. Richards argues that "fluency is natural language use occurring when a speaker engages in a meaningful interaction and maintains comprehensible and ongoing communication despite limitations on his or her communicative competence" (Richards, 2008, p. 13). In addition, modern methodology tries to keep a balance between the fluency and accuracy practice (Richards, 2008, p. 14). Other vital aspects of proficient speaking skills to take into consideration are context and purpose. This is supported by Jill and Charles Hadfield claiming, that activities resembling real life and experiences, for example finding a rule, are "more interesting and motivating for the learners" (Hadfield, 2003, p. 4).

In view of the above-mentioned analysis, research results indicate that materials should be presented in context based on real life experiences to incentivize learners to improve and see the use cases of the subject. Accordingly, it is essential that educators choose teaching aids that are beneficial for the learners. This approach helps students to be motivated and interested in the subject matter.

Considering this, teaching grammar in a modern manner is crucial. This type of approach also puts the learner in the centre of attention. Jim Scrivener advises teachers to "Keep it short" (Scrivener, 2005, p. 267). To keep explanations from becoming boring or confusing this rule might be of use for many. Scrivener points out, that "… the monologue may provide useful exposure to one way of using language, but it isn't sufficient to justify regular lessons of this kind" (Scrivener, 2005, p. 16). This fragment highlights the importance of student involvement and participation during a lesson. There are certain methods including elicitation and personalization that can enhance this effect. Students always seem to be interested in their teacher's personal affairs, friends, etc. These do not need to be true to be effective though. Elicitation might make students become more active, to take part in the lesson, to add their own perspective on certain topics. Since most of the interaction is going on in English, modern methodologists suggest checking understanding throughout grammar presentation. These suggestions agree with Jim Scrivener's opinion that the "… ability to use language seems to be more of a skill you learn by trying to do it [...] than an amount of a data that you learn and then try to apply" (Scrivener, 2005, p. 19). It seems, encouraging students to use the language in creative way helps them improve, while teachers are there to guide them. Modern methodology includes a number of methods. One of the ways of introducing new language is the so-called 'guided discovery.' Scrivener defines this like "… leading people to discover things that they didn't know they knew via a process of structured questions" (Scrivener, 2005, p. 268). The teacher introduces real life situations that help students familiarize themselves with the

language. A suitable reading or listening activity can be used as a source. These methods seem to be involving and engaging, not to mention, highly effective.

Vocabulary and diction are two pillars that cannot be ignored when speaking about English teaching. What does it involve? When can one say, that he or she "knows" a word? There are many avenues one can take when learning vocabulary. As suggested by Jim Scrivener, the most popular or the most common methods in modern teaching are: Match the words with the pictures. Check the meaning of these words in the dictionary. Match the words with the definitions. Brainstorm words on a set topic (i.e. collect as many as you can). Divide these words into two groups (e.g. food words and hobby words). Label the items in a picture with the right names. Complete gapped sentences with words from a list. Discuss a topic (that will feature in the text). Say which words (from a list) you expect to be in a text about... (Scrivener, 2005, p. 231). This is not a complete list of techniques that should be in a teacher's arsenal.

However, these methods can be used in a variety of activities, such as pre-teaching, listening for lexis, reading for lexis, using a dictionary, etc. Pre-teaching lexis can help students remember items they have come across before as well as learn new ones. Jim Scrivener's opinion is that "… the main aim is to help ensure that the following activity will work (because there will be fewer stumbling blocks of unknown lexical items)." Scrivener adds that pre-teaching can be used successfully to practice some words "useful in [their] own right" (Scrivener, 2005, pp. 230-233). Pre-teaching seems to be a way to involve children and invoke their attention. Only mentioning the meaning of a lexical item is not enough. Scrivener says that to "meet new lexical items and understand their meaning(s), the ways they are used and the other lexical items they often come together with," practice using the new vocabulary, remember them and finally "recall and use the lexical items appropriately" (Scrivener, 2005, p. 228). This can be done during lessons that focus on vocabulary. As written in the book, Teaching English as a foreign Language: "Language item which is not contextualised is more difficult to remember and to use" (Broughton, 1994, pp. 41-43).

As can be seen from the analysis of relevant literature, it is important to put lexical items into context. There are six stages to achieve it by Jim Scrivener, which are the following "1 Preteaching of lexis [...], 2 Written practice of lexis [...], 3 Oral practice [...], 4 Reading to find specific information [...], 5 Further lexis work [...], 6 Communicative activity [...]" (Scrivener 233-4). This is in accordance with Jim Scrivener's above mentioned statement that "… ability to use language

seems to be more of a skill you learn by trying to do it [...] than an amount of a data that you learn and then try to apply" (Scrivener, 2005, p. 19).

To summarize, the education process has shifted from a teacher centered process to a student-oriented perspective thus making learning more individual and like a self-exploration. This changed the role of the teacher from causing the learning to happen, to just helping out in it. The teacher's task is to choose appropriate material for students, to guide them in the lessons and to encourage them to experiment with the language. Modern methodology is a collection of methods that encourage activities involving students and close to the real-life situations.

1.2.3 Popular films in the EFL classroom: Study of methodology

Recent literature on the subject of using video material in the EFL classroom goes back all the way to the 1970s, from then on, technology as a resource started appearing in the classroom, and video resources especially made for EFL learners were starting to emerge. Since the introduction of DVDs, scholars started to take interest in the possible use cases of this resource. Naturally, using video tapes became common but proved to cause difficulties for teachers in setting up, rewinding, forwarding, bringing extra equipment (Yamanaka, 2002, p. 48). As expected this caused a certain amount of avoidance with teachers in the early days. Once technology was past this arduous phase, EFL classrooms started to use ESFF and saw the multitude of benefits. As King notes, artificial situations were replaced with real life contexts, students were exposed to many different kinds of native speakers (Yamanaka, 2002, p. 510). Learners found motivation in the fact, that entertainment was a part of the education process.

When watching a film, deep feelings and emotions are connected to the experience such as excitement, anger, laughter, relaxation, love, whimsy, or even boredom. These emotions can be triggered because of the background music, a particular scene or a line from the film A video can have a strong effect on one's mind and senses. This affect might be so powerful for some to feel compelled to buy the piece of media or soundtrack to be able to relive the memory any time the need to. This attraction to videos extends to movies, TV programs, commercials, and music videos. So given the high emotional impact of these media, it might be a great idea to introduce them in mainstream education.

Exploring the notion of using media in the classroom, such as English Speaking Foreign Films or ESFF for short, exposing students to the culture of the target language has been explored

and recognized as being more beneficial for students' communicative skills, rather than grammar and alike. Many authors have advocated the use of different media in the classroom if for nothing more than students are given the chance to become acquainted with the target language and assimilate simple English sentence structure (Quiang, Hai & Wolff, 2007, p. 42). Secles, Herron and Tomasello explain that "Viewing the video would enhance students' learning of vocabulary and idiomatic structures because of the contextualised presentation of the video" (Secules, 1992, p. 481). While this view is correct, and simple video viewing has potential to teach students of another culture and the linguistic features within, appropriate methodology and scaffolding needs to be applied when using these tools.

Obviously, this kind of media gives necessary exposure and experience, but without a defined goal or guided activity, only short term learning benefits. In relation to the cultural teaching aspect of ESFF, there has been some debate on whether focusing on the cultural language is necessary. Seferoglu argues that the dense language of ESFF might not provide students with useful language outside the classroom (Seferoğlu, 2008, p. 2). This point is extremely valid, especially when considering who the learners might be and in what context will a student use colloquial, let alone conversational English? It might appear useless to immerse students with an arsenal of slang before they have fully learnt the basics of the English language, but learning a small amount of colloquial English mixed in with the foundational material has the potential to become an integrated part of EFL, therefore becoming a standard element of the process.

The introduction of media use in the classroom in the 1970s brought a great amount of opportunities and caused a lot of different opinions to be formed about it. It is clear that different types of multimedia resources allowed teachers to present students with situations of language use similar to real life, moreover, it has a feature that is undervalued by many, and it is entertaining. People learn facts easier when they can connect it to a positive emotions or situations. Despite these positives, many educators are reluctant to make use of these resources. This might come from the fact that many are unfamiliar with the technology and the nature of the medium.

1.2.4 Types of videos and sources for their selection

According to Berk "there is a wide range of video categories that can be used in the classroom. The actual choice will depend on the interests of students and the context they are used in, such as the theme of the class and topic. The sources identified in the next section will suggest methods to obtain that information. Berk suggests a classification of videos to choose from for educational

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purposes: "(a) drama, (b) action, (c) romantic, (d) comedy, (e) romantic comedy, (f) documentary, (g) TV programs, (h) commercials, (i) college music videos (mtvU), and (j) faculty or student made videos. All of these types of videos can evoke or induce anger, excitement, terror, activity, motivation, love, laughter, whimsy, tears, dreams, calmness, relaxation, sleep, and a coma." (Berk, 2009) Multimedia might have an emotional effect of the viewer. First, teachers need to decide, what effect they want to elicit from the students. Berk continues "Applied inappropriately, the video clip can distract and decrease learning, even incite students to riot. Unless rioting is a specific learning outcome, instructors should be very discerning in their choices. (Berk, 2009)

Choosing the right video for the right occasion might cause some trouble for some people. As Berk states "…courses in film, video, and TV production, nonfiction and experimental cinema, digital media studies, and similar courses in film and critical studies and production. They serve different purposes. Videos for the former consist of clips with which most if not all students in the class should be familiar with ; in the case of the latter, the intent is usually to study, produce, and critique videos with which they may be familiar or unfamiliar with. The sections that follow cover published sources and websites, identification of videos in the students' world, formal student survey, and technical sources for videos." (Berk, 2009)

Over the past decade numerous studies have been conducted on movie application in the management and leadership spheres. In fact, these types of studies dominate the field. Champoux has several publications (2001b; 2001c) that present a structured system for using movie clips to illustrate and reinforce management and organizational behavior concepts as cases, experiential exercises, and visual metaphors. He provides guides for set-ups and discussion topics. Moreover, Champoux's most recent works (2004; 2005b; 2006; 2007) include workbooks and the actual clips on CDs on management, organizational behavior, management strategies, and human resources management. There are also five other volumes on these topics: Clemens and Wolff's (1999) book on what popular movies can teach about leadership challenges; DiSibio's (2006) work on leadership skills displayed in a dozen movies; Higgins and Striegel's (1999, 2003) books on management lessons in four movies and in corporate vision, entrepreneurship, logistics, and ethics; and Pluth's (2007) 101 clips on leadership, team building, sales, discrimination, and other topics with cueing times, plot summaries, scene context, and discussion questions. Major works on other topics are available for English, sports and recreation. Golden (2001) examined the links between 30 movies and literary study and textual analysis. They are being applicable for high school students; however, their use is possible in a middle school environment. O'Bannon and Goldenberg (2008) used 77 pop

culture and documentary movies, categorized by topic and theme, to cover 19 core topics in recreation, sports, tourism, and physical education, such as environmental issues, diversity, and commercial recreation. Berk summarizes, that "… the authors provide guidance on framing methods, discussion and reflection questions, and debriefing activities to engage students. Websites that contain 100s of movies for teaching with lesson plans, learning guides, and indices by subject matter or themes (social-emotional or moral-ethical issues)." (Berk 2009)

As discussed previously, the choice of the source has to coincide with the interests of the students as well as the topic of class. They have to be familiar with the videos at least a bit, to enhance the immersion. Beck gives his opinion on the topic saying that "There lies the connection between their world and the content instructors need to cover. Where does one find videos in the students' world?" (Berk, 2009). He continues with the following, with the a classification, "The answer to that question leads us to our second multiple-choice item: What is the most appropriate source from which to select videos for class? 1. TV programs based on Nielsen Media Research survey results 2. Movies based on cult classics, Oscar winners, and most recent and popular flicks 3. YouTube videos that are top-rated or most often viewed 4, Informal and formal student surveys of what videos students watch 5. All of the above" (Berk, 2009)

The choice of what sources to use during a class is a crucial one. An educator has to understand not only the learning value of a certain piece, but has to find something, that the students can relate to and are interested in. This is a rather difficult process and requires a lot of pop-culture knowledge as well as thorough understanding of the source material

1.2.5 Learning outcomes

Berk enumerates twenty values of learning through video clips in the following way: "What is the learning value of video clips in the classroom? Here are 20 potential outcomes to ponder on: 1. Grab students' attention; 2. Focus students' concentration; 3. Generate interest in class; 4. Create a sense of anticipation; 5. Energize or relax students for learning exercise; 6. Draw on students' imagination; 7. Improve attitudes toward content and learning; 8. Build a connection with other students and instructor; 9. Increase memory of content; 10. Increase understanding; 11. Foster creativity; 12. Stimulate the flow of ideas; 13. Foster deeper learning; 14. Provide an opportunity for freedom of expression; 15. Serve as a vehicle for collaboration; 16. Inspire and motivate students; 17. Make learning fun; 18. Set an appropriate mood or tone; 19. Decrease anxiety and tension on scary topics;

and 20. Create memorable visual images."(Berk, 2009) The theoretical reviews of these ways will be elaborated on below.

Berk in his publication talks about the fact that "several theories have surfaced about the dual coding of verbal communication, among them visual, auditory, or articulatory codes, and nonverbal communication, which may include shapes, sounds, kinesthetic actions, and emotions. The theories have been linked to multimedia and the research has tested various classroom applications."(Berk, 2009) Over the past ten or so years, several studies investigated the effects of multimedia on education. Multimedia typically refers to the presentation of material in two forms: auditory/verbal and visual/pictorial (Mayer, 2001). The strategies have included PowerPoint® (Mayer & Johnson, 2008), games (Moreno & Mayer, 2004, 2005), and computer-assisted video learning (Gay, 1986) in various areas and situations.

Mayer's cognitive theory of learning is activated through five steps: —(a) selecting relevant words for processing in verbal working memory, (b) selecting relevant images for processing in visual working memory, (c) organizing selected words into a verbal mental model, (d) organizing selected images into a visual mental model, and (e) integrating verbal and visual representations as well as prior knowledge (Mayer, 2001 p. 54). This theory is similar to Sweller's (1999; Chandler & Sweller, 1991) cognitive load theory, working memory model, and Paivio's (1986; Clark & Paivio, 1991) dualcoding theory. The findings of Meyer's research indicate that multimedia use is most beneficial for visual learners and novices. According to Berk "… the use of meaningful video clips in teaching may be most appropriate for introductory courses, introducing complex topics in any course, lower achieving students, and visual/spatial learners." (Berk 2009)

The finding in the field of media use in the classroom is very promising given the popularity and widespread topics of the material. A number of studies indicate the positive effects of video use in education. (Borko, Jacobs, Eiteljorg, & Pittman, 2008; Brophy, 2004). Berk points out that that the work done in other areas connected to film use in the scientific community is quite rare, ".. research in other areas is sparse. Over the past four decades most studies have concentrated in the mental and physical health fields, especially psychology and psychiatry, counseling, and medicine. The only other areas that received moderate attention are political science and management/leadership" (Berk, 2009)

Media use in education is a phenomena which has a lot of merit according to scholars, given that it boosts the morale of students and makes learning seem more appealing through making it

more entertaining. This aspect offers a lot of positives when it comes to the use of different mediums in the classroom. They can boost the enthusiasm of students towards a given subject as well as invoke interest and promote individual thinking on different topics.

1.2.6 Benefits and drawbacks of utilising authentic materials

Foreign language teachers agree that the use of authentic input is beneficial for in many ways. Different scholars are of the opinion that (Martinez, 2002; Gilmore, 2007; Nunan, 1999), there are many advantages associated to authentic language materials which make these materials pedagogically valuable to expose language learners to the target language. In this vein, Martinez (Martinez, 2002) presents various advantages of using these types of educating tools. An important advantage is that authentic language materials provide a wide range of language change of the target language. For example, by listening to songs and stories in the target language, language learner will be able to hear dialectal differences of various countries that speak the target language (Martinez, 2002). Brinton (1991) states that, authentic materials and media can strengthen the direct relationship between the language classroom and the outside world for students. Gebhard (1996) states, that authentic material is a way to contextualize language learning. When lessons are focused on comprehending, language learners tend to concentrate more on content and meaning rather than the language itself. This offers the language learners a valuable source of authentic language input, so that they are not exposed only to the language presented by the text and the teacher. Brosnan et al. (1984) put forth that by simplifying the language or changing it for teaching purposes, the task may become more difficult. Brosnan et al. (1984), continue with examples like, authentic language offers language learners the opportunity to deal with a small amount language input which contains complete and meaningful messages.

Moreover, authentic language materials help language learners to notice the immediate relevance of what they do in the classroom to what they need to do in the real world communication. It is essential for language learners to listen to and read different kinds of authentic language material because it helps motivate the language learners by bringing the content and the subject matter to life for them, and enable them make the important connections between the classroom world and the real world outside the classroom setting. (Brosnan at el, 1984) Another advantage of using authentic materials is the comfortable environment that these materials create for young children. Authentic language materials are more appealing to the language learners than non-authentic language materials because of their objective to communicate a message rather than

emphasize particular aspects of the target language (Gilmore, 2007). Another advantage of using authentic language material is the focus on every feature of the language (Gilmore, 2007). In contrast, the artificial language materials tend to cause continual repetition of certain grammatical constructions, certain elements of the vocabulary, or certain combinations of words. Regarding the use of authentic language materials, some researchers have focused on the use of songs as authentic language input and language learning (Miché, 2002 & Schön et al., 2008).

According to Miché (2002), songs are multipurpose resources of authentic language material for different foreign language lessons. Both communication and entertainment are combined as songs provide communication skills entangled with hobby. In addition, pronunciation skills can be strengthened through listening to different songs. Pronunciation variations are provided through authentic language input from songs as well as various dialects of the target language (Miché, 2002). Accordingly, authentic language input from songs is a great way to make language learners aware of the dialectal variations from one target language speaking country to the next. Authentic language input from different songs can provide repetition in conjunction with rhythm, which leads learners to remember not only the pronunciation, but also the vocabulary (Miché, 2002).

On the topic of the drawbacks of authentic language materials, Martinez (2002) underlined the problem. According to Martinez (2002) authentic language materials which are used may be too culturally biased and the vocabulary may be irrelevant to the language learners' needs. More importantly, low level language proficiency or beginner level language learners may have a hard time interpreting what they hear or read because of the mixed structures that are used. Accordingly, much of the difficulty language learners experience is related to their lack of familiarity with authentic language input and the processing strategies required for comprehending it. In short, the majority of researchers believe in the use of authentic language materials and their integration into the curriculum, despite the negatives it possesses.

The use of authentic input is a major question among researchers of the topic. It is unusual for learners to be in a situation where they are presented with genuine foreign language source, that transmit the original experience and environment. This has positive and negative aspects alike. Students can see, how native speakers use a given language and the peculiarities present. On the other hand, if the learner is a beginner, it might be difficult to understand language use and might hinder the experience.

PART II
STREAMING MEDIA

The effect of streaming media on the daily entertainment consumption of people can hardly be overestimated. Ioannidis et al describe the phenomena, "streaming technology enables a video (or audio) file to be played, while it is being "taken" from the internet. We specifically use the term "take" from the internet, instead of saying "downloading", as this latter technical term (i.e. downloading) is the alternative to streaming. Encoding is widely used for the compression of normal audio and video files." (Ioannidis et al, 2005). The same authors continue explaining: "while this is not strictly speaking necessary, the encoding process both shrinks files and it allows for more efficient streaming and, practically, it is therefore considered essential. Video streaming means that a sequence of "moving images" is sent in compressed form over the internet, without waiting for the whole file to be transmitted to the desktop computer. Instead, the media is sent in a gradual continuous stream to the desktop computer, and is played as it arrives.

The media file is executed but cannot be downloaded onto the desktop computer." (Ioannidis et al, 2005) The user gets the files and the video player along with the speaker plays the files. The scholars continue to explain the ways streaming media is played on one's computer, "a media player either can be an integral part of a browser or could be a separate program. In order to play smoothly, video needs to run uninterrupted. Streaming technologies sends the requested media file residing on (or passing through) the streaming server to a "buffer" (part of memory) on the client computer (e.g. the computer displaying the medium). This will start executing as soon as a sufficient amount of the file has been buffered. Only a small part of the video is in the computer memory at any given time and it is erased as it is being played, to make space for the new material. Streaming media technology allows for "live streaming" or, alternatively, "on demand" delivery of multimedia. "Video on Demand" allows the end-user to view pre-recorded material stored on a server (normally a special "streaming" server) archive, ready for access when the user asks for it." (Ioannidis et al, 2005). In the publication of Ioannidis et al talk about real time delivery systems of streaming media, "some authors refer to VoD as a "soft-real-time delivery", referring to its function of processing and delivering media in such short delay of time that, to the user, it appears to be instantaneous. While VoD was originally regarded as a single-viewer technology, there are today systems that can provide "video multicasting on demand". Such multicasting acts like a "private broadcasting" for a limited number of users (see later on in the present section). In VoD, the video material is always available

to the potential user "on demand" at any time. The demand is simply a request (e.g. a click on the appropriate link) sent by the user to the media server, and the machine then starts sending the video clip to the user's screen."(Ioannidis et al, 2005)

In the following paragraph, the quality of streaming media is discussed. Ioannidis at el go into detail on the factors and possible reasons why the quality of a media source can change. "The visual (and audio) quality of the streaming medium is mostly dependent on the bandwidth (i.e. the connection speed) available, the media content (sudden-motion vs. nonmotion), and the amount of data that need to be moved per second across the network. Better quality is possible with higher bandwidths, but maintaining that bandwidth (without significant fluctuations) for an extended period can be a problem, sometimes. The four most important factors for uninterrupted streaming are, the internet connection bandwidth, the computer's processor speed, the amount of memory (RAM) the computer has, and the internet congestion at transmission-time. The quality can also be affected by the congestion that occurs in switches and routers. Fortunately, the streaming tools are rapidly improving, resulting in increased quality and better access. For example, the latest crop of media players automatically adjusts the streaming parameters as (for example) resolution, to compensate for random drops of transmission speed." (Ioannidis at el, 2005) Continuing, they go into detail about wide-bandwidth internet effects on the topic, "the increasing availability of wide-band connections on a high-performance internet backbone result in increased quality, stability, and reliability. For reasons of completeness, it should be mentioned here that streaming is not necessarily done via the internet. Although most definitions of streaming media associate them with transmission through the internet, some streaming applications do not use the internet for transmission. We should also stress here that streaming servers are specifically designed and optimized for "streaming", and that they are different from the other typical web servers (let alone mere file servers). Streaming servers not only house the media files, they also balance the load of delivering streaming files through the network to many users in parallel, by also taking into account network congestion and bandwidth requirements for each stream. The design of streaming systems as well as individual streaming servers is a very involved one; whole monographs (i.e. books) are currently published dealing with such important and difficult subjects." (Ioannidis at el, 2005)

Streaming media is a relatively new technology. Its most attractive characteristic is that no download is needed to enjoy multimedia. It allows people to watch movies, listen to music or even play games without these occupying any space on the local hard drive. Thus allowing people to

consume media on mobile phones, laptops, personal computers over the internet. This solution is very convenient and easy to access in most cases.

2.1 The positive effect of film, Tv and streaming media on language learning

In many cases, teachers perceive streaming media resources too time consuming to be used in a classroom environment. In addition, some educators do not even consider these as teaching tools but as entertainment. However, Stoller (1988, p. 1) mentions that some teachers have at first commented on technical difficulties associated with using films and film equipment, but on the other hand have agreed that films enhance the study of culture as well as English language skill development. Using films has brought authenticity, variety, reality and flexibility into EFL classrooms.

According to Champoux (1999) videotapes are nowadays easily accessible and easy to get also for classroom use. In addition, the production quality of the films is high, they are an economical option and they offer both cognitive and affective experiences. Thus, the use of videotapes as teaching material has increased rapidly since the 1970s. Stoller (1988, p. 1) points out that films extend the range of classroom teaching techniques and resources and not only enhance, but also diversify the curriculum. Champoux (1999) emphasizes that film scenes can make it easier to teach abstract themes and concepts because of their visual effect. Also, inexperienced students can benefit from films because of their greater feeling of reality. Allan (1985, p. 48-65) also highlights the realistic examples that the films enable. Combining both audio and visual effect makes film a comprehensive tool for language teaching. The visual effect also supports the students: it helps learners by supporting the verbal message and provides a focus of attention while they are listening.

It is often the case, that movies give richer and more detailed experiences, than real life. Viewers don't just act as passive observers but their emotions have an impact on the material seen. According to Stoller (1988) films are a flexible tool for second language learning and instruction since they add an extra dimension to course design and assure a rich variety of language and cultural experiences. Additionally, films expose the students to authentic target language, speech forms that are not normally encountered in the more restricted classroom environment. The more realistic language often also motivates the students to participate actively in film-related activities. Katchen (2003, p. 221-236) also emphasizes the authenticity of the language in films. Since the films are often made to sound natural to native speakers of the language, they thus represent authentic language. Films can even to some extent substitute for the input that EFL students cannot receive from outside the classroom. In addition, real spoken language includes several characteristics that a

textbook cannot present. These characteristics are for instance false starts, incomplete sentences and hesitations. There are also several regional, gender and ethnic variations and also differences in the level of formality. With the help of films teachers can present these characteristics to students better than with only a textbook. By watching films the students can also explore the issues of appropriateness and pragmatics while observing also linguistic, paralinguistic and nonverbal behaviour.

According to Allan (1985, p. 48-65) films actually get students to talk and they can be a stimulus to genuine communication in the classroom by bringing out different opinions within the group. Sufen (2006) emphasizes that films are considered an insightful means of teaching, since they reflect people's way of life in terms of variety, contemporaneity and authenticity. The realistic verbal communication also helps the students to pick up the language more spontaneously.

Stoller (1988) points out that the use of films in a content-based curriculum gives the students an opportunity to explore several aspects of a given thematic unit. While watching a film, they can develop their possibly weak background knowledge. At the same time, they are also exposed to the language. Together such content exploration and language exposure promote more sophisticated language use. Both content and language are mutually reinforcing and the content provided is not just something with which to practice language, but language becomes the tool with which to explore the content.

2.2 Negative effects of film, television and streaming media

There are many scholars in the field, who advocate for the use of films in the classroom. On the other end of the spectrum there are people who are against this though, saying, that television already takes up a lot of time in our daily lives and might incentivize violence. Negative effects of TV-watching are often reported by the media. Violence and inactivity are two negative behaviors that are frequently mentioned. In Sweden, the debate was especially intense in the early 1980s, after a program about video violence from Studio S. (Kågeson, 1981) A sequence from the film The Chain Saw Massacre was shown to illustrate the violence that young people were exposed to. After this occasion, the issue has been discussed, every now and again, at different occasions. Gunter and McAleer (1997) have, in Children and Television, looked at several different studies on the effects of TV watching and conclude that there are positive as well as negative effects. Some children get more aggressive or anxious after watching certain programs but Gunter and McAleer (1997) find

that the general image of the relationship between children and TV is misleading. They conclude that:

Television has been accused of encouraging children and teenagers to become more aggressive, to begin drinking under age, to use bad language, and to adapt sexist and racist points of view. Television is also seen as undermining the educational development of young people through cultivating mental passivity and laziness and by keeping children up too late. While it may be true that the overindulgence with television, as with most other things, can bring problems, it is equally true that when it is used properly and constructively television can have many positive influences on young viewers. (Gunter & McAleer, 1997, p. 217) As the above-mentioned researchers point out, there are negative as well as positive effects of film and TV-watching. If film is to be used in education, it is necessary to remember the negative effects and consider how they can be avoided. The teacher has to be aware of what feelings a film can provoke and also consider the "laziness" that is connected with film watching. (Gunter and McAleer, 1997, p, 217)

There are upsides and downsides to using streaming media in the classroom. Fortunately, in most cases positives outweigh the negatives. As seen above, there are a lot of very specific use cases for media in the classroom and there are benefits of their usage. The negatives, of course come with the nature of the source. That is why it is important for educators to select appropriate materials along with topics, that fit the theme of the class. It is advised to take into consideration both the advantages and disadvantages and make educated choices.

PART III
EXPERIMENTAL RESEARCH

The present study set out to investigate the effects and use of streaming media inside and outside the classroom. The study tries to shine a light on the English media consumption habits of students, the effects of this on the development of English language knowledge as well as the preferences of students when it comes to picking out a source. Streamed media can develop a variety of skills of a student like vocabulary, grammar, pronunciation and even reading. One of the goals of the research is to compare the opinions of teachers and learners on the topic. Furthermore, it tries to uncover the benefits of media usage as a tool of language learning. To attain quantifiable knowledge, the research tool selected was a questionnaire. In the following chapter, the research data results will be described along with their detailed description. Finally, the methods used to analyze the data of the present study are distinguished.

3.1 Research questions and aims

Learning English is a process that can go on beyond the walls of the classroom. Students might encounter phrases or idioms that they have never heard of, or hear a dialect, that might not even sound like English. A great source of these new experiences is streaming media and media consumption in general, in the given language. Learners nowadays use the internet regularly, to learn about their interests, spend time on their hobbies and to connect with people of similar interests. This desire to find things of interest leads to watching different kinds of media not only in their native language but in English as well thus gaining English language knowledge almost effortlessly. As a result, it makes streaming media a powerful tool of language learning. While learners seem to be aware of the benefits of this approach, teachers seem to be reluctant to utilize these resources in the classroom. The present study aims to find out what kind of attitude do students and teachers have towards using streaming media in EFL learning. Moreover, it investigates the preferences of students and perceived benefits of the learning method. Thus, the research questions are the following:

1.   In what way does the consumption of streaming media effect the learner's skills?
2.   How do teachers perceive the effects of media consumption when it comes to language learning?

3.2 Data collection

One important decision in the making of the present study was the choice of data collection method. It came down to two options: a questionnaire or an interview. With a questionnaire, the research design is much more restricted while an interview allows a more fluent approach to asking questions [9]. However, questionnaires offer a wider coverage and the sample population is larger simply because more people can fill them out simultaneously. Moreover, it is more time efficient for both parties and can be done over the internet, which is optimal given the current situation and restrictions. This method gives the researcher a more objective view on the issue, given its quantitative nature. Although, it lacks the option of receiving additional information. For this reason, open-ended questions have been incorporated, to elicit more personalized and unique answers.

In more detail, the interview method of the present study was a questionnaire with open-ended questions. It tries to cover most aspects of the research area while taking into consideration individual opinions. Before sending out the questionnaire, it was piloted with two fellow teacher students. The study and questionnaire were advertised through an email-list for the teachers of English along with the students and the participants were selected on the basis of chronological order of responses and towards the end, by how many participants there already were from that school level (e.g. upper secondary school). The questionnaires were created in google forms for easy access and analysis of the data. Forty two (42) students filled out the survey from three different schools. An additional eight (8) teachers completed their respective questionnaires. The surveys were filled out in the digital space. The language of these questionnaires was English. The data was collected in April 2021.

As mentioned above the goal of the present study was to investigate the effects of streaming media on EFL learning and collect information on the attitude of students and teachers towards this teaching and learning tool. In the case of the survey for students, it was structured in a way that the participants were first asked whether they consume streaming media in English and their watching habits. Next, they were asked, what kind of media they preferred. Finally, the third part of the survey inquired about the perceived benefits of the method in different areas of language learning and its significance.

The separate list of questions for the teachers was different in certain aspects. The participants were asked about kinds of media if any, they find effective for language learning. any. Next, they were asked, whether they use any kind of media in the classroom. Finally, they gave their opinion on the advantages and disadvantages of the usage of this method. Most questions

concentrated on media use for language learning outside the classroom. In other words, the questionnaire concentrated around one theme and the data was analysed thematically. The questions can be found in Appendix

3.3 Participants

The requirements to participate in the current study for students was to be a high school student in a Transcarpathian school. The requirements of participation in the case of the teachers was to occupy a position at a Transcarpathian school and have at least a year of experience. The choice was not too strict in order not to limit the diversity of the data. Furthermore, we wanted to gain a wholesome understanding of media use in teaching in Ukraine, Transcarpathia, in particular.

In the present study, there were forty two (42) student and eight (8) teacher participants. Both genders were represented and to maintain the anonymity of the participants, the names of the schools and other possible indications of identity were faded out during the analysis process. Mostly high school students fill out the questionnaire. In the case of teachers, six (6) of them teach in secondary schools and two in elementary schools.

3.4 Methods of analysis

Firstly, a grid was created to categorize and collect the answers. After that a coding system was created in accordance with the one used in the survey (Totally agree – Totally disagree). Open questions have been categorized into a small set of broad categories and than coded. Next, the proportion of respondents answering each question was calculated. The data was analysed in a way that the anonymity of the research subjects remained intact. Following this, we tried finding patterns in the answers of the participants and looking for similarities in the open ended questions. Finally, the results were interpreted in relation to previous research.

## 3.5 Discussion of the results

This chapter both presents and discusses the results under the themes of students opinion on the usefulness of streaming for the purpose of language learning, and the teacher perception on the use of these resources for the same objective. From here on the student participants are referred to as S1-S42 and the teachers are as T1-T8.

It is safe to assume that the opinions of teachers and students differ from each other significantly, simply because of the age difference. It is no secret, that most teachers underestimate the value of streaming media in education, simply because it is an unfamiliar resource for them.

On the contrary, students use it in their free time and learn English and other languages almost effortlessly. The first question was, whether the participants wanted to acquire advanced English language knowledge. Most of them said that they aspired to do so apart from S7, S8, S10 and S12. This is reflected on the average marks they have. The students mentioned above have out of all participants the lowest average marks in all subjects.

The next question aimed to find out whether the students consume streaming media in English or not. According to the data, thirty five of forty two produced positive answers. The effects of this can be seen, when comparing the marks of media consumers with those who do not watch any kind of foreign language media. In the case of the students who belong to the former group, an increase of at least one mark can be seen across the board.

Diagram 3.5.1 . The ratio of streaming media users

In %

17

83

■ Students who consume streaming media   ■ students who do not consume streaming media
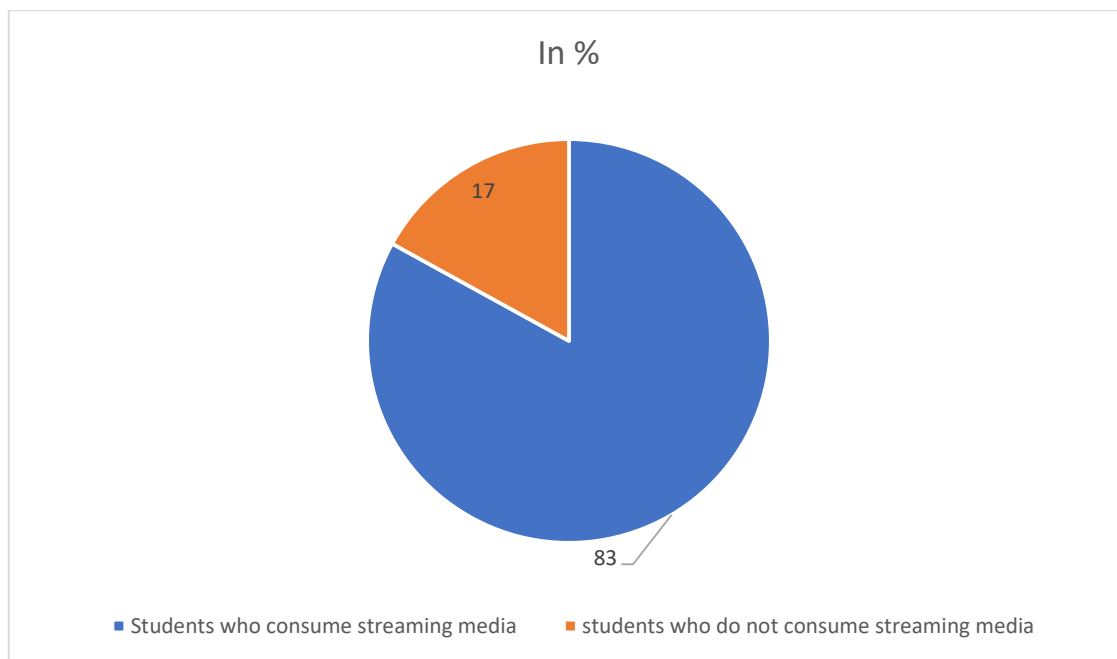
Moving on, the next inquiry was about the kinds of media they were watching. They had several options to choose from. Unsurprisingly, the most common medium watched by half of the participants in English are films. This was an expected result because of several reasons. Firstly, many people do not have the patience to wait for the dubbed version of a movie so they might watch

it in the original language. Secondly, the enjoyment factor is also decisive. Most kinds of entertainment hold additional values for someone who is willing to watch it in original. Despite the translators supposed knowledge of both the source and target language, few jokes or puns keep their underlying message or hidden meaning when it is put into the environment of different language and cultural background. The second most picked item was Netflix. This one was an expected outcome as well. Given the wide variety of genres and titles on the platform, the easy access and the excellent subtitle system, it is a favoured source of entertainment among young people, the only drawback, why it could not take first place is the steep price of the service. Next in popularity was the most unexpected, being video games. It is a type of interactive entertainment where language learning might not seem like a priority. Despite the scrutiny this medium has been facing since its birth, the popularity it has reached cannot be overlooked. At first glance playing video games might seem like a waste of time and an unproductive activity. This could not be further from the truth. If approached from the angle of language learning, this medium can be very beneficial. Most games only have English voice acting included, so players are required to have at least a basic level of understanding of the language, which can act as a motivator. Starting with story based games, where the player not only hears and sees English in the form of conversations and subtitles, one might have the option to select a reply, thus developing comprehension skills. The other major way one can benefit from video games is online conversation. This is a unique scenario in the world of language learning. One can interact with a native speaker of a given language without even leaving the room. This can help develop speaking skills tremendously, not to mention confidence.

Diagram 3.5.2 Preferences of students in terms of streaming media

In %

■ Films	■ Netflix	■ Video games	■ Youtube	■ Series
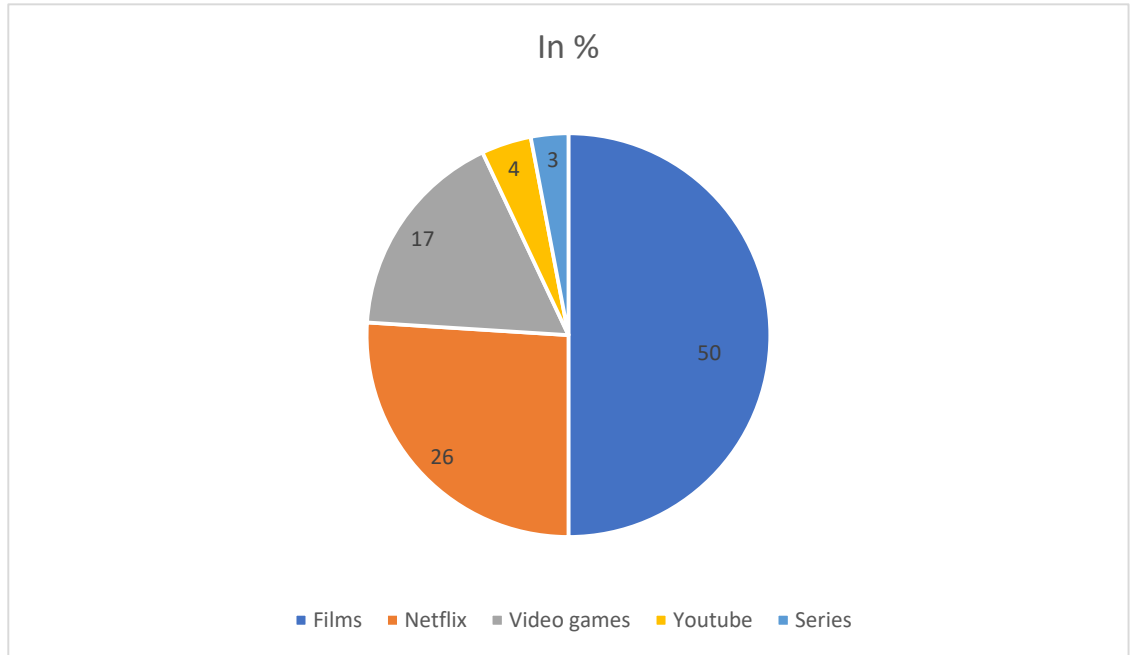
The least picked medium was Youtube and series. In the case of the former, it can be argued that the unpopularity among participants steams from lack of quality content. The very time consuming nature of this type of moving picture might be the alienating factor for some.

The question regarding the frequency of consumption of streaming media in English received answer ranging from once a year to daily, the most common answer being the latter while some said, they did only a few times a month or a year.

The following question tried to shine a light on the amount of streaming media consumed by students. S1, S9 and S11 indicated that they watch more than four hours of content in a day in English, S3 and S5 from three to four hours a day, S16 one to two hours a day while the rest watch less than half an hour of content in English

The participants were asked about the type of streaming media they benefit from the most. From students who consume streaming media, twenty two said, that they benefit from watching movies the most, four students claimed that they find watching Netflix most useful, because of the feature set it had. Three people were on the opinion, that they benefit from playing video games the most, probably because of the benefits mentioned above.

Moving on to the perceived benefits of streaming media as an EFL learning tool outside the classroom, students were asked about the areas where these resources would be beneficial in. Nine

students totally agreed that consuming streaming media helps them learn English and six of them agreed with the statement. Six students totally agreed with the statement that streaming media develops vocabulary, five students agreed and four partially agreed with it. Next, according to the impact streaming media have on developing English skills students indicated   grammar skills. Of all the respondents, two students totally agreed, five agreed, three partially agreed and five of them disagreed at this point.   Thirteen participants agreed that the method mentioned above improves reading skills while two partially agreed. Regarding the improvement of pronunciation, seven students agreed and eight disagreed. One of the last statements was, the effects of streaming media on learning the culture of the language. The answers were mostly totally agree, while two people answered agree. The same answers could be seen in the case of the last statement, consuming media outside the classroom in the original language is more enjoyable. The answers were thirteen totally agree and two agree.

The last element of this questionnaire seeks to get an estimate of student preferences and their self-assessment regarding their English course, on a scale of one to five (one being the worst while five being the best.) When asked, how they would rate their own pronunciation. S9, S14 and S17 indicated a five, that is their pronunciation is great in their opinion. S1, S3, S8, S6, S11, S13, S16, S18, S19 and S20 marked it as a four. The following students S2, S5, S7, S12 and S15 rated themselves as a three and the remaining participants marked two as an answer. The answer for the third statement was almost unanimous with seventeen people rating their writing skills as three and S9, S11 and S14 as four. Regarding reading skills, the answers were similar with S1, S9, S11, S14 indicating five as their answer, while the rest chose a four. Regarding grammar the grades were slightly lower, S9, S11 - five, S7, S13 and S16 - four, and the rest put three as an answer. Next, they were asked to rate the English course they attended. Half of the students answered with a four, the other half, with a three. Most students feel positive about learning English from streaming media with eighteen very positive answers and two slightly less positive answers. Some students like learning English the traditional way, thus indicating five as an answer. Namely, S6 and S18, while S4, S14 and S20 wrote fours and the rest, threes. To the statement regarding motivation, the answers were unanimous, nineteen participants said, that they were more motivated to learn English from streaming media, than from a traditional sources while one person indicated four. There was an element in the questionnaire which received completely one sided answers, about gaining cultural knowledge through streaming media consumption. Twenty students were unanimous in their answers totally agreeing on its unique value.

In the following, the results of the second questionnaire regarding the opinions of the teachers on streaming media use in EFL learning will be presented. The first question was about the amount of experience they had. T4 and T6 had one year of experience, T1, T7 and T8 had from two to five years of experience and the rest had from five to ten years of experience.

In the following question, they were asked, if they find consuming media beneficial in terms of EFL learning. Seven out of the eight participants agreed, with T5 being against the idea of its use as an education tool. This was a surprise considering the answers given below.

Inquiring about what kind of media they find the most useful when it comes to EFL learning, the answers were similar to those of the students. Film use was far ahead of every other option with five votes, at the second place was Youtube with two teachers indicating it and a single person choosing Netflix.

Diagram 3.5.3 The most useful streaming media types according to teachers
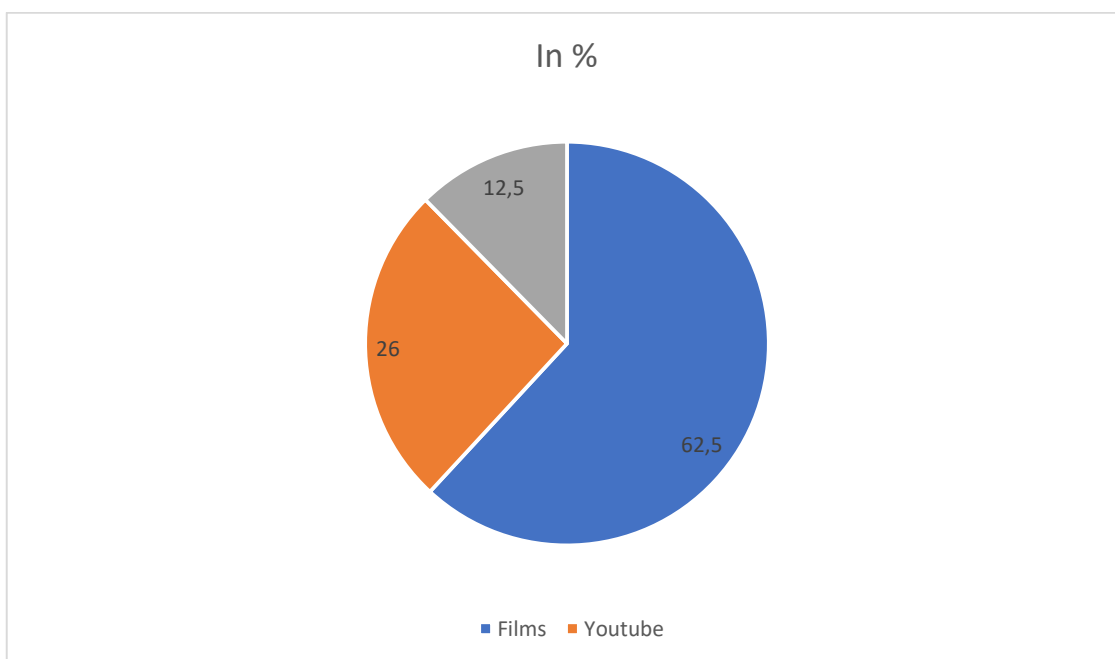

Most participants said that if they had the option of using any kind of streaming media in the classroom, they would use educational videos on Youtube with two people stating, that they would use short clips from films.

As an expected outcome, most teachers indicated, that they do not use any kind of media in the classroom, apart from T4 and T6, who use some of these materials.

As to what kind of media they would recommend for students to use outside the classroom, T2, T5 and T7 recommended the use of Youtube, while T3, T4, T6 and T8 said, watching films would be the most beneficial. T1s opinion differed from everyone else's, she wrote, that students should find a source that they enjoy and can gather information from, while having fun.

Diagram 3.5.4 Streaming media recommendations
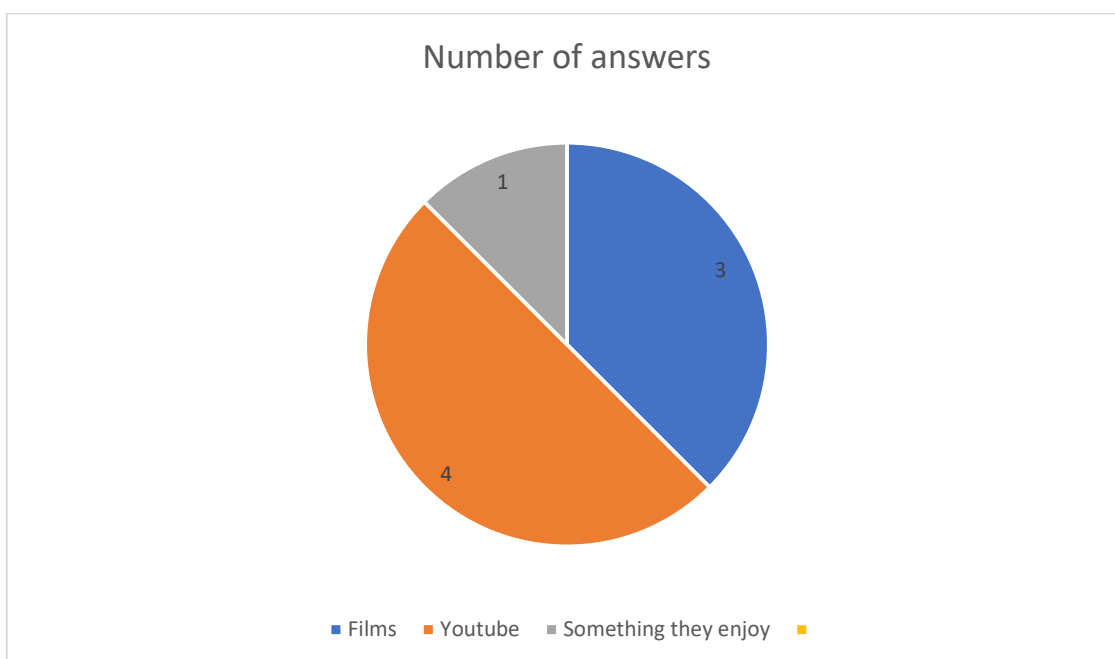
The teachers were asked to give their opinion on the effects of streaming media in different areas of English learning. According to all teachers, media use can improve vocabulary knowledge and diction. Six out of eight participants disagreed with the statement that streaming media use develops grammar skills while T1 and T7 partially agreed. Half of them were on the opinion, that this type of resource develops pronunciation, while the other half disagreed. Reading being developed in this scenario was favoured by one teacher only, who totally agreed, whereas the other disagreed. The fact that streaming media helps familiarize oneself with the culture was universally agreed upon by all participants.

Next, they were asked to list three advantages and disadvantages of media use in teaching English The most common positive aspect of this resource mentioned was, that it is interesting for students and captures their attention, the second is that it combines audiovisual stimuli thus making the material more easily memorized and that it offers a type of authentic input that, otherwise would be very difficult to replicate in the confines of a classroom. However, there are a few reasons why

teachers are reluctant to use these kind of materials during class. Among these, the fact that it is rather time consuming, due to the forty five minute duration of a standard lesson, watching a ten minute long video would take up almost one fourth of it. The next disadvantage mentioned was the use of dialects and non-standard English in these materials. Students might encounter pronunciations or slang words that are not suitable for use in a formal environment or not correct at all. Making someone alter something that they have learnt is more difficult then learning new information. That is why it is important to present correct materials to students. The final, most mentioned downside of this tool for most of the teachers was the unfamiliarity with the equipment. This might stem from it being uncomfortable for them to use. Most people do not like changes, and this material being entirely different from anything they have ever used might be a factor why teachers do not like to experiment with these new methods.

Lastly, they were asked, whether streaming media use outside the classroom might improve the grades of a student. All of them agreed that enjoying entertainment in a foreign language is beneficial for most and might have a positive effect on the grades of students.

3.6 Comparison of results

It is rather common for different age groups to have contrasting opinions on a topic. This can be seen clearly from the answers discussed above. There are many points, where teachers and students' opinions differ and there are some aspect that they do agree on.

As can be seen in the discussed results above, both teachers and students agree that streaming media is viable and valuable EFL learning resource. It is a great additional source material which combines education and entertainment. Not only is it a great alternative to traditional learning, it is an effective one. The research above shows, that there is a correlation between the consumption of streaming media in English and the grades of students who use these resources. This can be a strong argument in favour of this type of learning. To add to this, most teachers participating in the survey agreed, that media use is beneficial in terms of language learning. To add to this, students who do not wish to acquire advanced English language knowledge but watch different mediums in English, still benefit positively from this.

Further on, the opinions on the types of media they were consuming were rather interesting. Teachers and students agreed that watching films was the most widespread EFL learning tool outside the classroom. This might be because most dubbed versions of movies come out later than

the original. This might be a huge factor in choosing these to practice English and be entertained at the same time. The second issue regarding which the group differed significantly was the kind of streaming media the respondents considered to be the most effective. The teachers were on the opinion, that Youtube was very effective, whereas the students chose Netflix. Both of these have their advantages and disadvantages. The former was chosen because of the educational topics and valuable information that can be found on the site. On the other hand, the latter has more friendly systems which make it useful even for the beginner EFL learners. Among them one can mention native subtitle integration, the quality of which is phenomenal. The biggest difference in the choices of learners can be seen regarding video games as a valuable source. Teachers outright dismissed them as an educational aid. On the other hand, students realize the positives that might come from this, like the ability to interact with native speakers. Some more examples can be found above.

According to the results, those students who spend at least four hours a day watching content in English, regardless of the platform, have better grades and perform well during class.

Students and teachers alike expressed their opinion on what type of streaming media the latter benefits from the most and agreed that films were the most useful medium for the purpose of learning English. It certainly has some drawbacks, but the amount of knowledge and cultural background information gained from it, far outweigh its disadvantages.

On the topic of perceived benefits of streaming media, the answers differed the following way. Teachers and students mutually agreed that this language-learning tool develops vocabulary significantly. Most students think that streaming media can improve grammar knowledge, whereas teachers say the direct opposite. This type of difference can be seen when examining improvements in reading skills. Students declared that their reading skills improved from media consumption, whereas teachers were against this idea. In both groups, the question of pronunciation improvement was divisive. Around half of the teachers supported the idea that streaming media improves pronunciation and the other half was against it. The statement that different kinds of media help in the discovery and understanding of different cultures was agreed upon fully by both parties. In addition, students feel that watching films and other media is more enjoyable in the original language.

Most students would like to see media resources added to the English curriculum according to the questionnaire. The opposing force in this matter is the mentality of most teachers, who are repelled by the idea. They are unfamiliar with the technology and find in cumbersome.

One of the most interesting findings of the research was an unexpected one. There seems to be a correlation between the grades of students, particularly males, who play video games. Results seem to indicate, that students, who play video games in English perform better during the class. One might dismiss this idea because of the scrutiny the medium faces from the general public and is deemed a waste of time. Some treat video game players as ill or perceive them as addicts. It is a refreshing thought to regard video games as educational tools.

3.7 Previous studies

Film use is an underutilized method in Transcarpathian foreign language classrooms. Although in recent years, it has become easier than ever to introduce multimedia during a lesson. In Virve Ruusunens (2011) words, teachers might not consider films as a proper teaching resource but rather a form of entertainment despite the fact that it might enhance the study of culture as well as language skill development. Using films brings authenticity, reality and variety into the classroom.

The use of media for educational purposes has been increasing rapidly since the seventies, and their usefulness is being discovered alongside its growth in popularity. According to Champoux the use of films not only brings a never before seen feeling of reality and authenticity, it does so, by combining audio and visual effects. The benefit of movies, having realistic scenarios and use of language is recognized by the teachers participating in the present study. It also introduces students to the culture and gives a type of cultural experience. (Champoux, 1999) Moreover, it exposes them to the authentic speech forms that they might not encounter in a restricted classroom environment. These factors are known and shared by the educators that took part in this study. A few elements mentioned by other authors are that media can present students with characteristics of a language that could not possibly be included in textbooks. Allan (1985), states that films might encourage students to discuss the scenarios and happenings presented.

There are many positives on the side of film use in the classroom; the negatives have to be taken into consideration as well. According to Eva Fjällström, films have negative psychological effects on young people. They promote violence, socially unacceptable behavior and laziness is associated with them. (Fjällström, 2010), Gunter and McAleer (1997) came to the conclusion, that children might become more aggressive, and anxious due to media exposure. Teachers, who took part in the study, approached the question from a different angle. They deemed this educational tool time consuming, thus it is hard to incorporate into a lesson. It was also mentioned, that in some cases

the way of language use in these material differs from the standard English and as a result, learning these "incorrect" items might cause difficulties in the future education of learners.

CONCLUSION

The key to using streaming media in the classroom and outside of it is to make the right choices and select the appropriate clip or video for the given topic. To make the right decision, educators have to be aware of the preferences of students of the source materials that can be viable options for a given class. This knowledge isn't easy to obtain. This study aimed to understand the learners media consumption habits and give teachers a fundamental understanding of this phenomena. This is not all, the study wanted to highlight the differences and similarities in the choice of media preferences for educators and students through a survey.

The questionnaire for the students yielded some interesting results. It shows, that students who watch streaming media in English have better marks than their peers, who don't. This ties into the fact, that students, wrote that they are not motivated to better their English language knowledge, had the worst marks among the participants. On the other hand, those who do not wish to acquire advanced English language knowledge but consume some type of streaming media enjoy an increase in their English marks across the board.

When asked, what type of mediums they watch, the majority voted for films, the second was Netflix and the third, videogames. The study attempted to get an estimate of the frequency of English language media consumption by learners. From the answers given, it seems that most students watch this type of entertainment daily and for less than half an hour.

To follow up on the previously established information, the participants had to indicate what type of streaming media they benefited from the most. The most popular answer being movies. This correlates to the most watched media types, indicating that learners might watch programs that are beneficial for them, more, than those which are not.

The students were asked, in their opinion, what areas of EFL learning does streaming media develop. They unanimously agreed, that it improves vocabulary knowledge along with reading skills. According to them, it provides cultural experience and makes learning more enjoyable.

When asked, to rate their own English skills, most participants rated themselves a three on a scale of one to five in most areas of English. Of course, there were some people, who rated their skills as excellent, but it was an usual statistic. Comparing these answers to the previous ones, we can see, what segments of English proficiency can be improved upon using streaming media.

The majority of teachers were on the opinion that, media use can be beneficial for students. They also indicated, that the most useful type of medium to learn from is films. This was a common ground for both parties.

On the other hand, teachers do not usually not use any kind of streaming media in the classroom. If we take into account the fact, that most students would prefer to have material presented to them in the media form, a clear dissonance can be seen. In order to be make learning more effective, educators should consider incorporating videos and films into the curriculum.

The areas that can be improved using streaming media in the opinion of the teachers is similar to the stance of learners. Both parties agree that it improves vocabulary knowledge and provides a cultural background. The educators however are on the opinion, that it does not aid reading and pronunciation.

As the next inquiry, the teachers were asked to list three advantages and three disadvantages of streaming media use in the context of teaching English. The most common positive aspect mentioned was the fact that it captures the attention of learners, the second, that it combines audiovisual stimuli, making the material easier to memorize, and finally, that it offers authentic input that otherwise would not be possible. There are a few reasons against the use of these materials. First, that they are time consuming, second, that non-standard English might be used in some of them and lastly, that most teacher are unfamiliar with the equipment.

As the last item of the survey, the teachers answered the question, if streaming media can improve students grades outside of the classroom, and all of them agreed.

The most out of the ordinary discovery of the study was the fact, that learners, specifically males, who play video games in English, demonstrate an edge in language knowledge, compared to other participants.

To conclude, the findings of the present study were not surprising for the most part. It was able to get a closer idea of the opinions of teachers and students alike on streaming media use as well as the difference in them. There were a lot of interesting and contradicting results that had to be analysed. One of the aims was to formulate an idea of what areas of EFL learning does media use improve. There were a lot of personal opinions on the topic, but the average marks are a good indicator to evaluate this. Finally, there were a lot of differences in the answers of educators and

students. Both recognize the benefits of this teaching and learning method, however there are a few obstacles that have to be dealt with for it to be used effectively on a regular basis.

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РЕЗЮМЕ

Сьогодні, сучасні технології стали невід'ємною частиною нашого життя. Особливу роль соціальні медіа відіграють в житті молодих людей, так як Інтернет-технології стали природною частиною їх повсякденного життя. За статистикою, найактивнішими споживачами засобів масової інформації є молодь у віці від 15 до 24 років. Вони проводять декілька годин щодня, користуючись Інтернетом, дивлячись телевізор, переглядаючи фільми. В основному, ці технології розглядаються як джерело розваг за межами класної кімнати тому часто вчителі не сприймають їх як освітні засоби. З часом з'являється все більше типів засобів масової інформації, придатних для освітнього використання, а саме для викладання англійської мови як іноземної. Сюди входять і компакт-диски та DVD-диски початку 2000-х та новіші можливості, такі як Youtube та Netflix. Ряд вчених стверджують, що різні носії інформації та потокові медіа є цінними в традиційному навчальному середовищі та поза ним. Вони згадують низку позитивних і негативних сторін аспектів, які він має, зосереджуючись на можливих застосуваннях цих технологій.

Одним з найновіших можливостей сучасних технологій являється потокове медіа, яке пропонує набагато більше можливостей. Його можна вбудувати у веб-сторінку, яка може надати додаткові посилання, посилання на пов'язані сторінки, наприклад, де інтерактивність може пропонуватися в іграх, вікторинах тощо. У цій ситуації потокові матеріали забезпечують доступ до реальних подій, які за своєю природою відбуваються поза класом. Мета цього додатку - мати можливість переглядати події, які проходять за межами класної кімнати і які фізично не можна внести в клас: політичні та спортивні події, навколишнє середовище, мовні зразки, показ мод або спектакль. Коли ці події з реального життя потрапляють у контекст офіційного класу, їх можна спостерігати, аналізувати, інтерпретувати та обговорювати.

Недавні дослідження (Scrivener, 2005; Jack C. Richards, 2008; Broughton, 1994) показують, наскільки ефективні потокові медіа, коли вони використовуються в навчальних цілях. Це може бути ефективним мотиватором, способом привернути та утримати увагу учнів. Важливо, щоб учні стикалися з автентичними мовними матеріалами, що, як кажуть, досить складно робити це в умовах класу.

Незважаючи на всі вищезазначені позитивні характеристики, більшість вчителів неохоче використовує медіаресурси під час занять або в позакласній роботі. Причиною цього може бути ряд факторів. По-перше, більшість вчителів не бажають або не можуть в своїх зон комфорту, тобто, вони звикли використовувати низку методів і не випробовувати нові. Наступним може бути те, що вчителі не знайомі з обладн Більшість викладачів, можливо, не мають часу чи сил, щоб ефективно користуватися комп'ютерами. Педагоги, що мають багаторічний досвід, можуть навіть не замислюватися про використання мультимедійного обладнання під час повсякденного навчання, із-за незвичного характеру цих навчальних засобів у порівнянні зі звичайними.

В той же час учні сьогодення які добре знають можливості Інтернету та технологій загалом. Вони щодня використовують потокові медіа та майже без зусиль збирають інформацію з різних тем та галузей, що їх цікавить. Молоді люди, які володіють навіть елементарними знаннями англійської мови, зазвичай тяжіють до споживання медіа цією мовою, оскільки без докладання великих зусиль, їх знання іноземної мови може значно покращитися. Можна з впевненістю сказати, що сьогодні більшість тих, хто навчається, усвідомлюють вплив засобів масової інформації на їх вивчення мови.

У цьому дослідженні вивчаються дидактичні можливості щодо використання фільмів та потокових медіа стосовно вивчення   англійської мови як іноземної. Взявши до уваги вищесказане, це дослідження має на меті пролити світло на ставлення викладачів та учнів до потокових медіа як інструменту вивчення мови. Крім цього, в роботі зроблено спробу вказати яким чином споживання засобів масової інформації може бути корисним для вивчення іноземної мови. В роботі вказано на переваги використання потокових медіа цим самим заохочуючи вчителів до їх ширшого використання.

Емпіричний матеріал, використаний для цього дослідження, базується на анкетуванні. Дані, представлені в дослідженні, спираються на результати опитування 8 вчителів англійської мови та 42 студентів. Вчителі, які брали участь у цьому дослідженні, мають різний досвід, а також працюють у різних школах Закарпатської області. Результати дослідження говорять про те, що вчителі вважають, що фільм може бути джерелом викладання мови. Вони висловили думку, що фільм пропонує автентичну інформацію на цільовій мові. Також цілком ймовірно, що позитивне сприйняття студентами фільму у навчанні впливає на вивчення мови, оскільки мотивація та ставлення, згідно з

дослідженнями, впливають на засвоєння мови. В той же час, незважаючи на позитивне ставляться до використання фільму, вчителі не використовують фільми та потокові медіа ні у класі ні як можливе джерело навчання поза класом.

Учні, в свою чергу, ставляться позитивно до використання потокових медіа у вивченні іноземної мови. Результати даних показують, що більшість студентів знайомі та мають досвід використання англомовних Інтернет-медіа для різних цілей, переважно для гри та перегляду фільмів. Для того, щоб використати цей потенціал у вивченні іноземних мов, може бути корисним впровадження Інтернет-засобів масової інформації в класі.

Отже, Інтернет є важливим інструментом, який може заохотити вивчення мови. В той же час, для успішного включення цього ресурсу до навчального процесу, вчителі повинні бути готовими до його постійно мінливого характеру. Використання матеріалів Інтернет-засобів масової інформації вимагає високого рівня гнучкості та готовності адаптуватися до змін. Роблячи це, потрібно буде відповідно адаптувати навчальний матеріал. Це може бути чудова можливість не лише стежити за останніми подіями, але залучити студентів до значущого навчального середовища. Один із потужних способів зробити це - використання потокового мультимедіа.

Appendix A:

Survey questions for students

1.Gender

Male

Female

2. Indicate your first language

Hungarian

Ukrainian/Russian

3 Age

4. Name of the school you attend

5. Your average mark

6. Your English mark

7. Would you like to acquire advanced English language knowledge?

Yes

No

8. Do you consume media in English?

Yes

No

9. If yes, what kind (More than one answer is possible)

Youtube

Films

Netflix

Videogames

Series

Other

10. Which one do you use the most?

11. In your opinion, which one do you benefit from the most?

12. How often do you consume media in English?

Several times a day

Once a day

Weekly

Monthly

Yearly

13. How much streaming media do you consume a day in English?

Less than an hour

1-2 hours

3-4 hours

More than 4 hours

14. How much do you agree with the following statements?

1. Consuming streaming media outside the classroom helps me learn English

2. Consuming streaming media outside the classroom develops my vocabulary

3. Consuming streaming media outside the classroom develops my grammar

4. Consuming streaming media outside the classroom develops my reading skills

5. Consuming streaming media outside the classroom develops my pronunciation

6. Consuming streaming media outside the classroom helps familiarizes me with the culture

7. Consuming media outside the classroom in the original language is more enjoyable

Totally agree   Agree   Partially agree   Disagree   Totally disagree

15. Answer the following questions (1-dislike it, 5-like it)

1. How would you rate your own English pronunciation?

2. How would you rate your own English writing skills?

3. How would you rate your own English reading skills?

4. How would you rate your own English grammar?

5. How do you feel about the English course in general?

6. How do you feel about learning English from streaming media?

7. How do you like learning English during traditional classes?

8. I'm more motivated to learn English from streaming media, than during class?

1 2 3 4 5

Appendix B:

Survey question for teachers

1.Gender

Male

Female

2. How much experience do you have in teaching English?

Less than a year

1-2 years

2-5 years

5-10 years

10+ years

3. Do you think watching media enhances student's English knowledge?

Yes

No

4. What kind of media helps students the most when it comes to learning English?

Films

Series

Youtube

Netflix

Videogames

Other

5. Provided that there is an opportunity to use streaming media during the lesson what kind of media would you use?

6. Do you use any kind of medium during English lessons? (Youtube, Netflix, films, etc.)

Yes

No

7. According to you, consuming streaming media in English improves...

Vocabulary

Grammar

Pronunciation

Reding

Familiarity with the culture

Totally disagree   Disagree   Partially agree   Agree   Totally agree

8. Please list the advantages of using media in teaching English

9. Please list the disadvantages using media in teaching English

10. Do you think, consuming streaming media outside the classroom can improve the students mark?

Yes

No

NYILATKOZAT

Alulírott, Kovács Gergely 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