

EÖTVÖS LORÁND TUDOMÁNYEGYETEM
Bölcsészettudományi Kar

*A filmek és sorozatok szerepe az idegen nyelvek
osztálytermen kívüli tanulásában*

*The role of films and series in language learning outside
the classroom*

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Abstract

Language learning includes various opportunities; therefore each learner can find their own way to improve their skills. Among the activities language learners can do outside the classroom, watching films and series in a foreign language is a popular one. Although a considerable number of learners use this tool as language learning method, they might not know how to maximize its advantages. When they would like to benefit from it, they should already have basic language knowledge as well as they should put some effort into it. In addition, they should select similar programmes to watch or do it in a regular basis. The various levels of difficulty genres have might also have an impact on success. The issue of subtitles seems to be a controversial one in at least two aspects. On one hand, the presence and absence of them might or might not make a difference. On the other hand, whether subtitles are in native language or in a foreign language have different effect on language learning. Nevertheless, according to research as well as results of a questionnaire and interviews, watching films and series in a foreign language seems to result in at least three advantages: increased lexicon, improved listening skills and developed communication skills.

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1. Introduction

Language learning is an interesting field, because it includes so many opportunities, especially nowadays. The methods are constantly changing and renewing, and alternative ways of learning are also provided. Learners can try different techniques and strategies to find out which one suits them the best. There are several ways to learn a language or improve one's language knowledge besides language courses and schools. For example, language learners can communicate with speakers of the languages they learn, listen to songs, play games, travel abroad or watch films and series in a foreign language.

The popularity of watching films and series in a foreign language may be that it is entertaining as well as useful. People tend to learn from what they find enjoyable and interesting; this way, language learning may become a form of entertainment.

Since films and series are available both on television and on the internet in foreign languages, it started to become a more common way of watching them. More and more people do it regularly, thus research has been carried out to investigate whether it is an advantageous language learning tool, and if the answer is yes, which fields it can help to improve.

The reason why I investigated this field more closely is that I have positive personal experience in connection with it, and my acquaintances also reported its beneficial effect. Nowadays it is easier to access films and series in foreign languages, but it is still fairly difficult to find anything in smaller languages. To my experience, cartoons are the easiest genre to find and also they are more likely to be synchronised; although their vocabulary does not always meet my needs.

At the beginning, when opportunity was provided, I watched films and series with Hungarian subtitles to understand them more easily and also because I was afraid of missing some important details. Later, when the level of my language knowledge increased, I preferred using English subtitles, and now I watch mostly without subtitles. Therefore I can rely on what I hear rather than what I read which aids me in improving my listening skills. Apart from that, it also helped me to develop my pronunciation, enlarge my vocabulary and made me feel more comfortable when I had to speak. Sometimes actors speak too fast, do not articulate or have a strong accent which make them more difficult to understand. These kinds of difficulties also occur in everyday circumstances, therefore it is useful to accommodate to such situations.

Watching films and series inside and outside the classroom are both interesting fields to investigate. In this paper, the focus is on the effect of watching films and series in a foreign language outside the classroom on language learning. First, I will try to define the conditions under which watching films and series is a useful language learning tool. Then I will investigate whether genres make a difference in this question. I will also take into consideration the possible influence subtitles have on this issue. Finally, I will describe the actual benefits alongside with limitations. Besides studies on this field, I will use the results of a questionnaire I designed to have an insight in this subject. In order to understand more what the motivation is behind using films and series as a way of language learning, I will make some interviews as well. I expect that under certain conditions, watching films and series will be confirmed as an effective language learning method for improving listening skills, vocabulary and communication.

2. Literature review

Research has been carried out to investigate the possibilities of using films and series as language learning tools. First, I am going to present studies that tried to determine what criteria language learners should meet in order to benefit from watching films and series in foreign languages. Then, the different levels of difficulty genres seem to have is going to be introduced. In the following section, the question of subtitles is going to be investigated, whether they influence the effectiveness of making benefit from watching films and series. As a final part of the literature review, the actual benefits are going to be described.

In this paper, I adopt terms and definitions from Webb and Rodgers (2009). They defined ‘coverage’ as “the percentage of known words in a text” (p. 336). When they investigated ‘coverage’ (Webb & Rodgers, 2009; Webb & Rodgers, 2010; Rodgers & Webb 2011), they determined it in terms of ‘word families’, supposing that learners already know the ‘proper nouns and marginal words’. Therefore, in the following, I am only going to give the amount of ‘word families’ they established in their studies. I also adopted the term ‘incidental vocabulary learning’ from Al-Surmi (2012), Hulstijn, Hollander and Greidams (1996), Rodgers and Webb (2011), Webb and Rodgers (2009) and Webb and Rodgers (2010). Furthermore, ‘incidental learning of collocation’ is the expression Webb (2013) used in his study.

2.1 Under what conditions is watching films and series beneficial?

In order to take advantage of watching films and series in a foreign language, language learners should take certain criteria into consideration. First of all, if the aim is to learn new words, learners should be on a certain level of language knowledge, as Webb and Rodgers (2009) argued. They implied that there is a connection between the level of understanding foreign television programmes and motivation for watching such programmes. Learners should have a certain size of lexicon to understand foreign television programmes and the aim of their study was to establish this size. They suggested that it should be ‘3000 word families’ (p. 355).

Moreover, learners can benefit from listening practices if they are active participants, as Rost (1991) argued. According to him, “the underlying action for successful listening is decision making” (p. 4) about the state of affairs, the listening method, the significant parts of the text and whether the main idea is meaningful. Therefore he pointed out that listening is “thinking about

meaning” (p. 4), and ‘listening strategy’ is the method of these decisions. Motivation for understanding what they hear is also of primary importance. He also described the rules learners should employ if they want to improve their listening skills. Among these rules there are the concentration on the message and the presence of previous particular intentions. He also emphasised that learners should pay attention to what they listen to, so the material they listen to should be absorbing and suitable for their aim. Furthermore, ‘intensive listening’ is crucial for learners in order to be able to differentiate the distinctive features of languages.

Besides, the similarity of the programmes also seems to make a difference. Webb and Rodgers (2009) proposed that learners should watch more than one episode of a television programme to improve their chances for learning new words. Moreover, the study had further implications. When learners watch several programmes with similar topics or stories, then they increase their chances for ‘incidental vocabulary learning’. Later Rodgers and Webb (2011) observed this field more closely. They carried out research on the lexicon of programmes which are connected to each other. The result showed that watching programmes which are in some kind of relationship is more efficient, because the number of words in them is lower than in programmes that have fewer features in common. In addition, the recurrence of new words seems to be more frequent as well which also supports the chances of learning those words. Besides, they suggest that for those learners who do not understand television programmes well, it matters which strategy they use. In order to be more efficient, they should choose one programme and watch several episodes of it instead of watching several episodes of several different programmes.

As another significant factor, regularity should also be mentioned. Rodgers and Webb (2011) noted that those learners who watch television regularly have a possibility of ‘incidental vocabulary learning’ even if they watch different programmes.

Another research of Webb (2013) supported the importance of repetition. He studied the connection between the number of repetitions and ‘incidental learning of collocation’ while reading and listening to the same text. He suggested that learners should meet a new collocation at least five times in order to remember the form of it. However, recognition of the collocation might take at least fifteen encounters.

All in all, at least five criteria should be considered if language learners aim to benefit from watching films and series, and these are the following: basic language knowledge, listening actively, similarity of the programmes learners watch, regularity and repetition.

2.2 What is the difference genres make?

Webb and Rodgers (2009) also investigated different television programmes according to the percentage of 'word families' that occur in them only once or five or more times. From the result of this investigation they concluded that watching children programmes increases the possibility of 'incidental vocabulary learning', while situation comedies support the least the acquirement of new words. In addition, science fiction and programmes for older seem to be beneficial for vocabulary learning as well.

Although situation comedies seem to be less advantageous according to Webb and Rodgers (2009), Al-Surmi (2012) reached a different conclusion when he compared situation comedies and soap operas to natural conversations. He concluded that both of them show similarities to natural conversation in different aspects, thus they can be used for different purposes.

Not only Al-Surmi claimed that soap operas can be used for language learning purposes, Weyers (1999) also supported this idea. He described the actual benefits of watching soap operas in a foreign language; therefore his study will be presented in detail later.

Webb and Rodgers (2010) examined different genres of films, differentiating between British and American films in terms of their vocabulary. In their study, they decided to investigate 95% and 98% 'coverage' of films, and then they investigated at what level the different genres reach these points. They only examined English speaking films, both English and American. They categorised films from 1955 to 1991 as classic, and they further divided the films from 1991 to 2001 into the following genres: action, animation, comedy, suspense/ crime, drama, horror, romance, science fiction, war and western (p. 410 - 414).

First, Webb and Rodgers (2010) compared the 'coverage' of American films to British films. They found that for American films 'the most frequent 3000 word families' would be enough to reach 95.76% and 'the most frequent 6000 word families' would lead to 98.14% 'coverage'. In contrast, British films seem to require greater lexicon. Among the same conditions,

‘the most frequent 3000 word families’ would allow 95.50% and in order to reach 98.29%, the knowledge of ‘the most frequent 7000 word families’ is required (p. 415 - 416).

Then, Webb and Rodgers (2010) investigated the differences among genres. ‘The most frequent 3000 word families’ were enough to reach 95% ‘coverage’ at all but three from the eleven. The genres which had the greatest ‘coverage’ with this size of vocabulary were horror with 96.37%, classic with 96.23%, western with 96.13% and drama with 96.10%. However, when learners know ‘the most frequent 4000 word families’, the 95% ‘coverage’ would be completed in the remaining three genres, namely war, animated and action films as well (p. 416).

After they determined the ‘coverage’ of 95%, Webb and Rodgers (2010) continued to observe the amount of words necessary to cover 98% of the words. They found that ‘the most frequent 5000 word families’ would lead to 98.17% at horror, 98.07% at crime and 98% at drama. ‘The most frequent 6000 word families’ are necessary for romance, classic and western; nevertheless, action, science fiction and comedy require 7000 words in order to cover the 98% of words. The genres which require the largest size of vocabulary to cover 98% of the words are war with ‘9000 word families’ and animated with ‘10000 word families’. However, Webb and Rodgers warned that the vocabulary of children and adults are different. The study was based on data which base was the vocabulary of adults, but children tend to use other words more often than adults. Therefore the result of the difficulty of animated films might be misleading (p. 417 – 422).

From the results of their study Webb and Rodgers (2010) concluded that whether a film is English or American makes little difference in understanding. However, genres lead to greater differences in this respect. Horror and drama seem to be the easiest genres to understand. As a general conclusion of their research, approximately ‘the most frequent 3000 word families’ would cover 95% ‘coverage’ and ‘the most frequent 6000 word families’ would lead to 98% ‘coverage’. Another indication of the study is that at 95% ‘coverage’ level learners would have approximately 447 unknown words in a film and at 98% ‘coverage’ this number would be approximately 179 (p. 417 – 421).

In conclusion, the difference genres make seem to be the level of difficulty and different purposes they can be used for.

2.3 What is the possible influence of subtitles?

Subtitles provide opportunity to learners to read what they hear at the same time in either in the same language as the sound, or in their mother tongue, or in another foreign language. The investigation of this question may include reading and listening as well as the comparison of subtitles in different languages.

Hulstijn et. al. (1996) carried out research on ‘incidental vocabulary learning’. They tried to establish a connection between learning words incidentally with the help of ‘marginal glossary’ or dictionary, or without any of them. Furthermore, they also investigated the effect of repetition on acquiring new words. They found that the opportunity of using ‘marginal glosses’ was more beneficial for language learners than the use of a dictionary. Maybe it is due to the fact that those participants who were allowed to use a dictionary rarely took advantage of it. Nonetheless, if students indeed used a dictionary, they were more likely to remember the word which meaning they searched in the dictionary than those people who used ‘marginal glosses’. Hulstijn et. al. concluded that advanced learners only look up words in the dictionary, when they consider that word important or when that word keeps reappearing many times. If the meaning is not available for them, then learners tend not to pay attention to the unknown words or try to guess their meaning which is not always proved to be successful.

As already mentioned before, Webb (2013) carried out research on learning of collocations when learners listen to a text in parallel with reading it. His results showed that ‘incidental learning of collocation’ is supported by reading and listening to the same text at the same time. This activity is similar to watching films and series in a foreign language with subtitles in the same language; therefore, it may have similar effect.

Yuksel and Tanriverdi (2009) examined the influence of subtitles on ‘incidental vocabulary learning’ and concluded that learners who watched films with subtitles had only an insignificant advantage over those learners who did not use subtitles. They argued that the positive effect of the context is more essential in this respect than the presence or absence of subtitles. On the contrary, similar research of Yuri (2011) resulted in a different conclusion. According to him, subtitles provide considerable help to correct misunderstandings in meaning and to remember them.

Hsu, Hwang, Chang, and Chang (2013) took a slightly different approach in this question. Besides the presence and absence of subtitles, they also observed ‘target word subtitles’.

According to their result, any kind of subtitles were proven to be more beneficial for increasing lexicon than the lack of subtitles. On the other hand, they found that subtitles have no significant influence on the improvement of listening skills.

The benefits and drawbacks of using native language and foreign language subtitles on lower- intermediate language learners were observed by Tsai (n.d.). He investigated four aspects: enlarging lexicon, listening comprehension, pronunciation and communication. According to this study, the better choice for learners is possibly foreign language subtitles. The results indicated that foreign language subtitles have restricted positive effect on spelling, on the identification of words, on the learning of intonation and on the understanding of speech. Moreover, the study implied that subtitles in general tend to take away learners' attention from the sound, which tends to lower the amount of positive effect watching films and series in a foreign language might otherwise have.

2.4 What are the benefits of watching films and series?

According to research, learners can take advantage of watching films and series in a foreign language in at least three aspects: 'incidental vocabulary learning', developing their listening skills and improving their communication skills.

Al- Surmi (2012) argued that watching television is beneficial because it can be used as "extensive listening practice, autonomous listening strategies development, listening fluency development, access to native speakers models, and even speaking fluency" (p. 671), and also there is a possibility that people who watch television in a foreign language may benefit from it in the form of 'incidental vocabulary learning'.

As already introduced above, several studies confirmed the possibility of unintentional increase of language learners' lexicon. Hulstijn et. al. (1996) implied that reading supports 'incidental vocabulary learning'; Webb (2013) argued that reading and listening at the same time is suitable for that purpose; and Al-Surmi (2012), Yuksel and Tanriverdi (2009), Yuri (2011), Hsu et. al. (2013) and Webb and Rodgers (2009) also indicated that watching television programmes is beneficial in this respect.

Weyers (1999) studied the relationship between watching authentic videos and listening and communicative competence. His aim was to test whether watching soap operas has a positive effect on listening. The result showed that indeed it helped to improve listening comprehension.

Rost (1991) implied that learners can assess the improvement in the level of their listening skill if they previously determine what aims they want to achieve; therefore they can judge their attempt to succeed in it.

Furthermore, Weyers (1999) argued that watching authentic videos was also beneficial in some respect to speaking. The learners' lexicon expanded, they were more confident when they spoke, and their speech was more detailed. Also, they were less afraid of the mistakes they might make when they spoke if they wanted to get their ideas through. Moreover, he found that after they had fewer problems understanding the soap operas they watched, they also had a lower level of anxiety when they heard the speech of native speakers. He concluded that soap operas are appropriate as authentic input for language learners, because they help to improve learners' communication skills.

3. Research Method

First, I designed a questionnaire with mostly open-ended questions and asked people from different age groups, different levels of foreign language knowledge and from different majors or fields of work to fill in this questionnaire. A copy of the questionnaire can be found in 'Appendix A' as well as diagrams of the results which are not inserted in the text (see Appendices, p. 35 - 42). It contained two parts: general questions and questions about watching films and series. I assumed that learners who answer the questionnaire watch films and series in a foreign language.

The expected number of answers was around a hundred. Nevertheless, I received more than twice as many. 222 language learners filled in the questionnaire, 176 of them were female and 46 were male. As I indicated before, various groups of learners answered; therefore the most important background knowledge about them is summarised in the following. Most of them were in the age group of 18-24, but also people under 18 and up to 50 filled in the questionnaire. The highest level of qualification for more than a half of the learner is grammar school and about a fifth of them have a degree. People among them who study have a great variety of majors, for example law, history, finance or even medicine. Learners of Hungarian, Arabic, Polish, German, Rumanian and Ukrainian mother tongue answered. They speak 23 languages altogether, most of them speak English and German, but some people even mentioned languages like Croatian, Dutch and Finnish. Three out of four started learning a language because it was obligatory, six out of ten because they liked the language, and one in two because they like learning languages.

Besides, almost a third of the learners also listed the understanding of films as the reason why they started learning a language (see Figure 1).

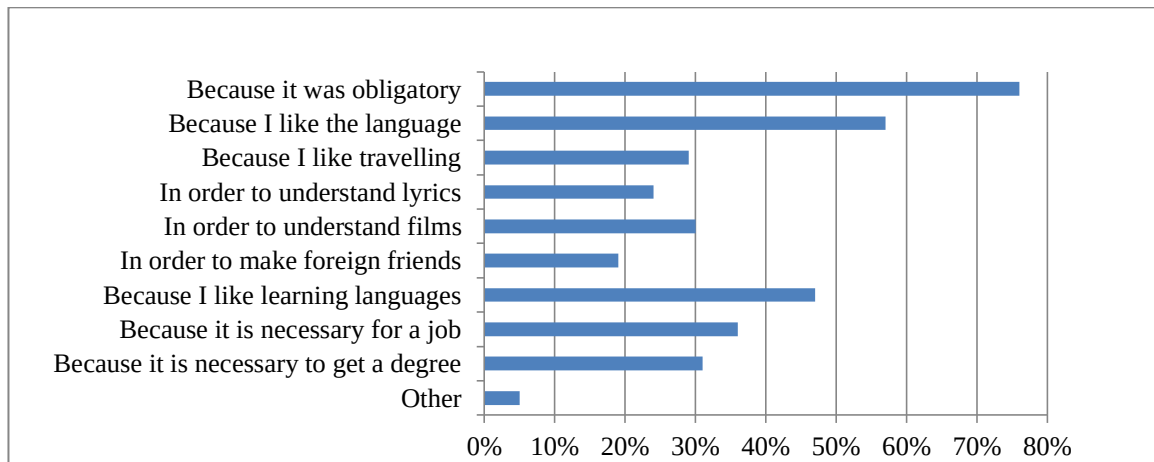


Figure 1. The reasons why learners started learning languages.

The questionnaire created a global picture of the habits and motivation of language learners who watch films and series in a foreign language; however, in order to have a deeper insight, I made three interviews with Hungarian language learners. The interview questions are also listed in ‘Appendix B’ (see Appendices, p. 42). On one hand, all of them speak English at advanced level; on the other hand, they all speak a language none of the other two is familiar with.

In the ‘Findings’ part, the results of the questionnaire are going to be discussed, alongside with a comparison and contrast of previous research findings which have already been presented above. Then the interviews are going to be analysed, also with references to relevant professional literature.

4. Findings

4.1 Questionnaire

First of all, the basic language knowledge of ‘3000 word families’ Webb and Rodgers (2009) determined should most certainly be satisfied by almost half of the participant, because they speak a language or even languages at advanced or high advanced level. Therefore, as Webb and Rodgers (2009) suggested, they definitely have a good chance to benefit from watching films

and series in a foreign language. Also, two out of five reported their language knowledge to be around intermediate level; therefore they might also enjoy the advantages (see Figure 2).

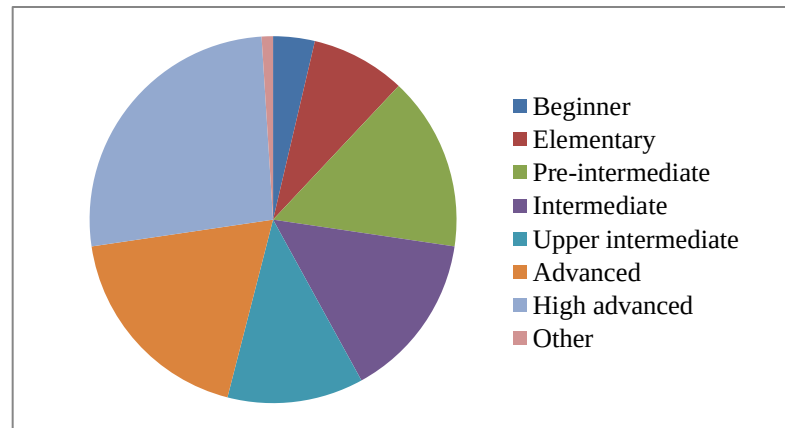


Figure 2. Learners' level of foreign language knowledge.

Furthermore, Rost (1991) emphasised the importance of listening carefully and being interested in what they are listening to. In most cases, while learners are watching films and series in a foreign language, they are doing nothing at the same time which would distract them. Among those learners who do other activities simultaneously, some take notes or use the dictionary which implies that they would like to learn from it (see Figure 3). On the other hand, after they have finished watching films and/or series, 57% discuss it with friends and 38% look up the unknown words, expressions (see Figure 4). These results suggest that they are indeed attentive. Furthermore, looking up the new words and expressions shows that they consciously employ films and series as language learning tools.

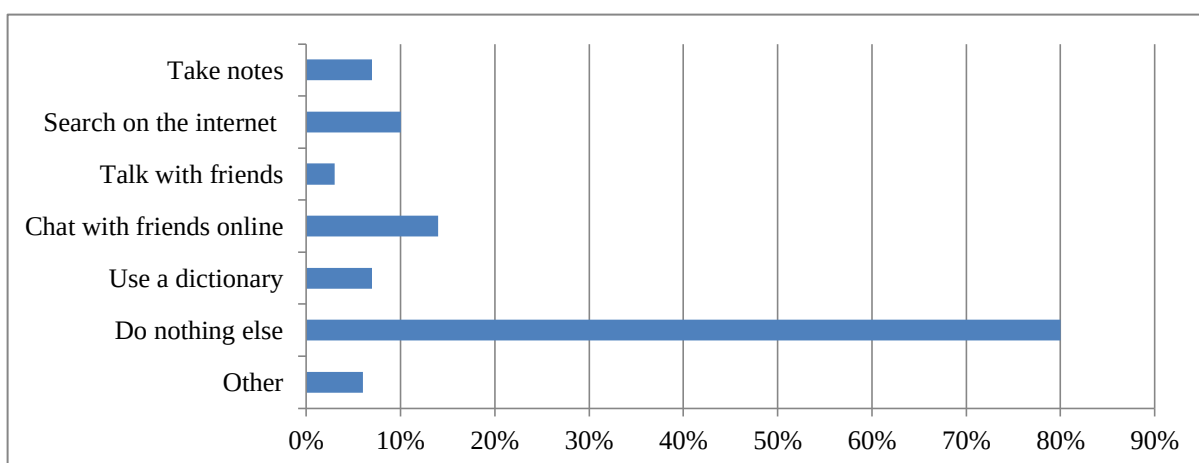


Figure 3. What learners do while they are watching films/series.

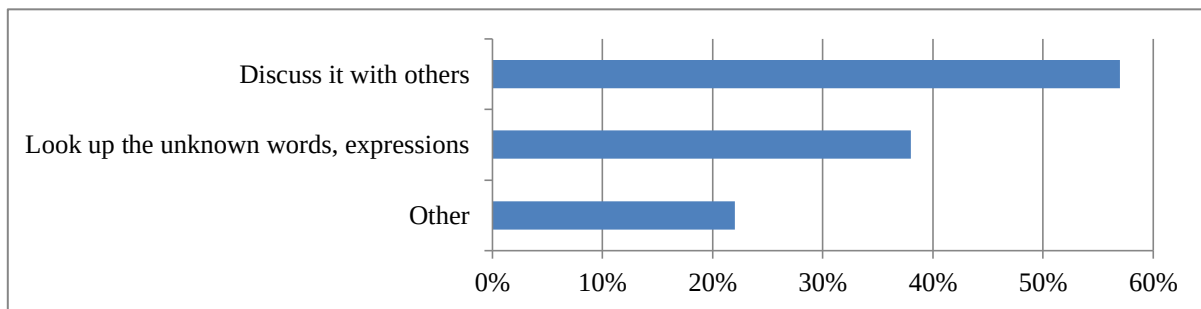


Figure 4. What learners do in connection with the films/ series when they have finished watching them.

It was inquired what other learning and language learning strategies they use. These techniques may also influence how successful they are in language learning. In addition, these answers also reveal individual ways of learning languages and improving one's language knowledge. The most popular learning strategies were connected to reading, the area most of them feels the strongest in. 68% read and take notes, 59% read silently and 41% read out loud. All of the other strategies – drawing, moving and studying in pairs or in groups - were around 10% (see Figure 5). As expected from the results of the previous questions, among language learning strategies reading (89%) is the most popular, then listening to music (62%) and doing exercises (56%). Also, almost every second person speaks to foreign people, around a third of the learners use games as language learning tools and a quarter of them take a language course (see Figure 6). Moreover, a similar question was asked about the other activities they do in a foreign language. The result shows that most often they read (83%). As Hulstijn et. al. (1996) argued, reading in a foreign language is also advantageous for language learning purposes. The second most common activity is listening to music; almost the same number of people listed this as reading (81%). Every second learner talks in a foreign language, two out of five talks to a native speaker or sends messages in foreign languages, and one in four does their job in a foreign language (see Figure 7). If the results of this question and the previous question are compared, it can be seen that, on one hand, nearly as many people listed reading as language learning tool as foreign language activity. On the other hand, more learners considered listening to music foreign language activity than language learning tool. Since it is clear from the results that learners employ various strategies and activities which allow them to improve their language knowledge, it cannot be determined to what extent learners benefit from these activities and to what extent from watching films and series.

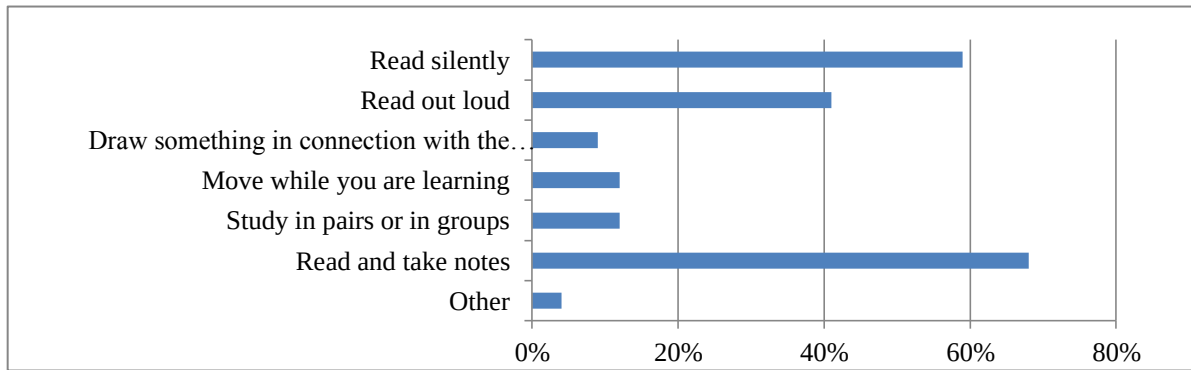


Figure 5. The learning strategies learners use.

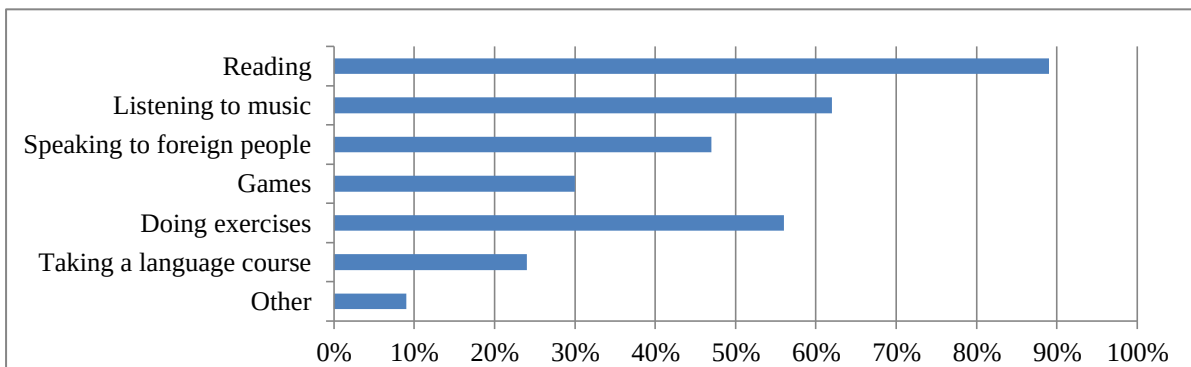


Figure 6. The language learning strategies learners use.

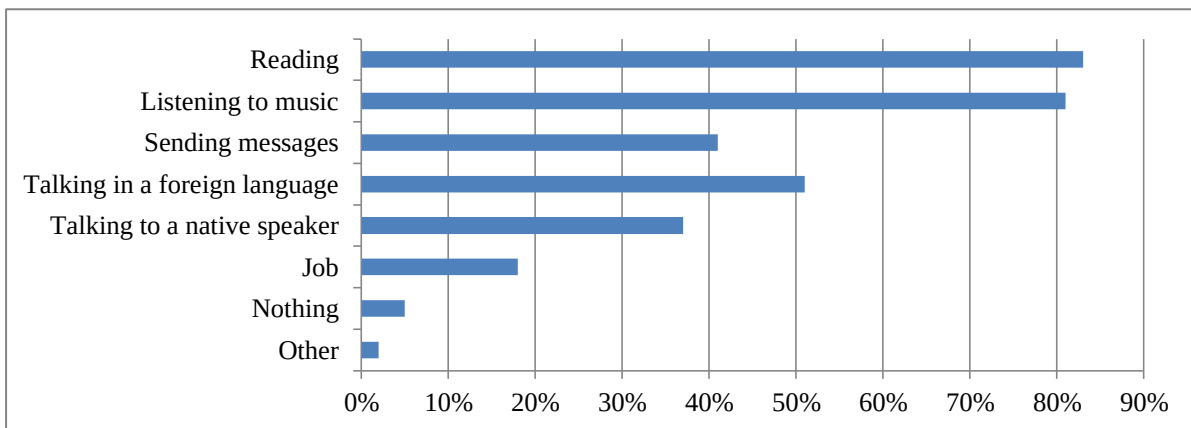


Figure 7. Other activities learners do in a foreign language.

As for regularity, the results show that approximately a third of the learners watch films and/or series every day and around the same number watch a few times a week. Therefore they most likely have advantage of doing this activity regularly, as Rodgers and Webb (2011) argued. One in ten watches once a week and also about a tenth does it a few times a month; these may

also be considered regular. The rest of them do it even less frequently, so following the argument of Rodgers and Webb (2011), they might limit their possible advantages (see Figure 8).

In addition, 15% of them watch one series, roughly two out of three learners watch 2-5 series regularly and a fifth of them watch five or even more, which implies that they watch several episodes from the same programmes (see Figure 9). It is considered to be a useful strategy according to Webb and Rodgers (2009).

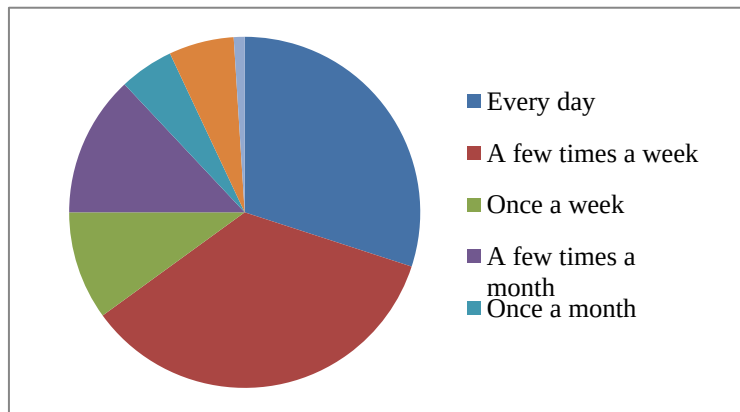


Figure 8. How often learners watch films/series in a foreign language.

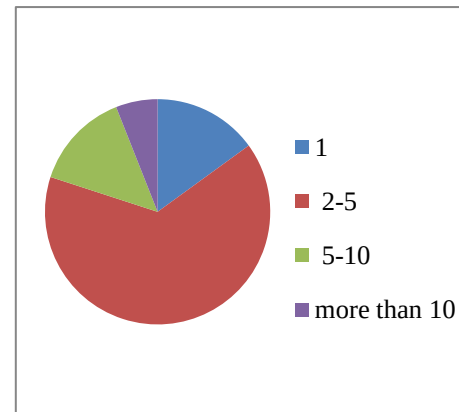


Figure 9. The number of series learners watch.

When it comes to length, about three out of four watch 90-120 minute films, two out of five also choose 60-90 minute films, one in three pick films which are longer than 120 minutes. One in five selects 30-60 minute films and less than 10% decides on films which are shorter than 30 minutes. As for series, one in two watches 20-30 minute series, 45% follows 40-50 minute series, two out of five choose 30-40 minute series, one in five decides on 50-60 minute series and less than 10% selects series which are either longer than 60 minutes or shorter than 20. (see Appendix A, p. 38 - 39). It is possible that length also has an influence on the effectiveness of watching films and series; however, due to the lack of information on this issue, at this point it cannot be determined.

Learners were also inquired about the reason they started watching films and/or series. About four out of five learners do this for entertainment and one in two for language learning purpose (see Appendix A, p. 38). Also, around 40% started in order to listen to spoken or native language or improve their pronunciation, and one in three wanted to keep up their level of the language. In addition, one in ten intended to gain knowledge, and around the same number had other reason in mind. Nevertheless, whether the purpose has any kind of impact on the advantages they might gain cannot be told.

According to the results of the questionnaire, 45% rarely watches them again, 27% usually watches them again and 18% watches them again several times (see Figure 10). Whereas less than a half the learner does it on a regular basis, Webb (2013) supported that doing an activity repeatedly is beneficial.

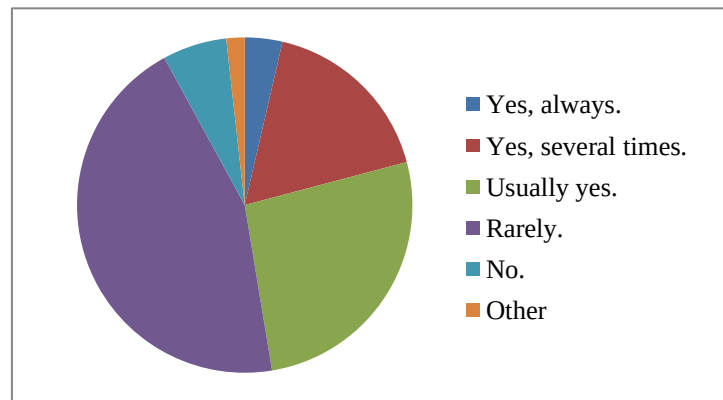


Figure 10. Whether learners watch the films and series again.

Although the learners speak 23 languages, 98% of them watch films and series in English (see Appendix A, p. 40). Apart from the study of Weyers (1999), the research on genres presented in this paper observed English-speaking films and series. According to the result of the questionnaire, the most popular genres among films are comedy (89%), romantic comedy (64%), romance (56%) and drama (59%). As far as series are concerned, the leading genre there is also comedy (85%), followed by crime (50%) and drama (45%).

Nine film genres are listed in the questionnaire as well as in the research of Webb and Rodgers (2010). According to them, horror and drama seem to be the easiest genres to understand. While horror thus might be recommended for language learning purpose, only one in five learners watch it. On the other hand, drama is the second most popular genre among language learners; about three out of five watches it. In terms of 'coverage', western films also seem to belong to the less challenging genres; however, it is the least popular one among the nine genres, only one in ten watches it. The third most popular genre, romance, is slightly less difficult than the most popular one, comedy. Science-fiction films are the fifth most common genre among language learners with 45%, and they are about as demanding as comedies. Webb and Rodgers (2009) considered this genre appropriate for language learning purpose. According to Webb and Rodgers (2010), three genres among the eleven they investigated are more challenging than the others: action, war and animated films. As for action and war films, the result of the

questionnaire seem to reflect this difficulty, because 43% watch action films, and only 26% watch war films. On the other hand, animated films are the sixth most popular; about half the learner watches it (see Figure 11). It should also be noted, that Webb and Rodgers (2010) pointed out in their study, that the difficulty of its language is rather because of the difference of the lexicon children and adults use. Moreover, Webb and Rodgers (2009) claimed that due to the smaller lexicon of these programmes, children's programmes are the most suitable for 'incidental vocabulary learning'.

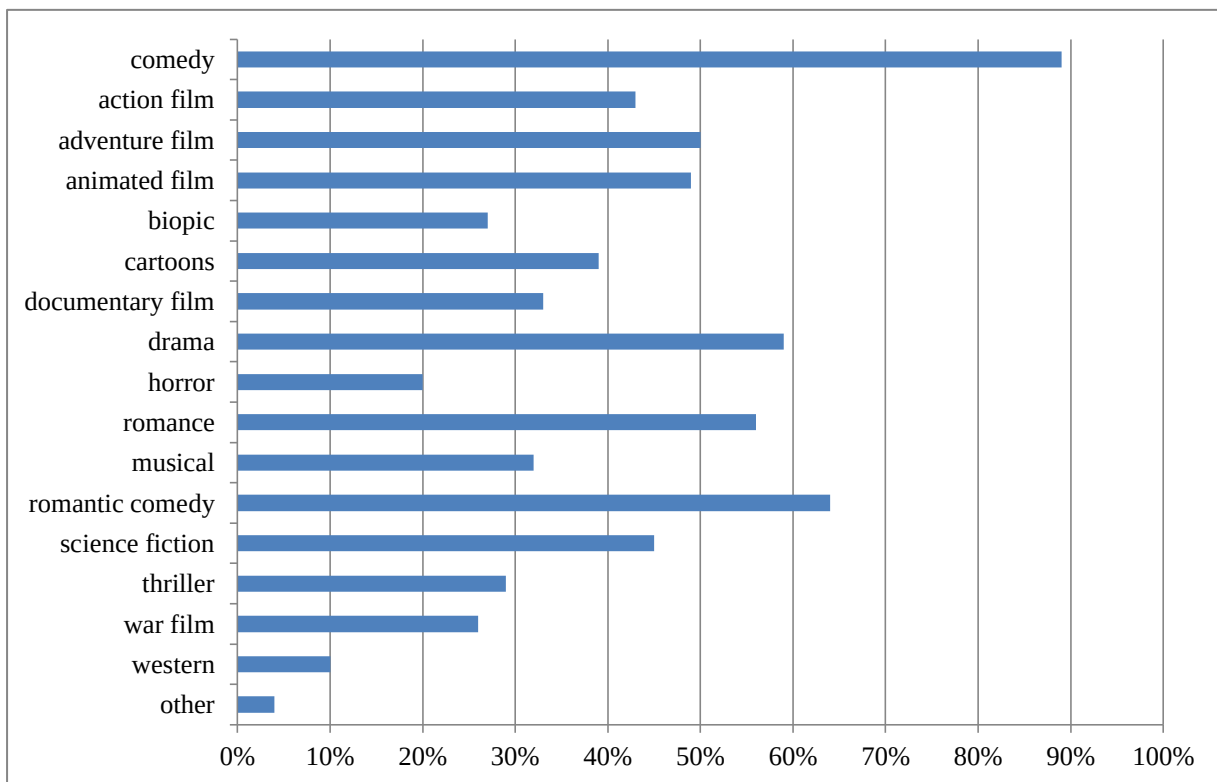


Figure 11. The film genres learners watch.

It is likely that the lexicon of films and series of similar genres are about the same, so the study of Webb and Rodgers (2010) may apply to them as well. Therefore among the three most popular genres among series, the third most popular one, drama series, is the least complicated. Crime series, which are watched by every second learner, is the second most demanding among the three. Whereas comedy series are the most popular type among series, they seem to be the most difficult as well. There is another genre among series which was observed by research, namely soap opera. Although both Al-Surmi (2012) and Weyers (1999) supported the use of soap operas for language learning purpose, only one in ten learners watch them (see Figure 11). While

Webb and Rodgers (2009) and Al-Surmi (2012) had different opinions about the usefulness of situation comedies, this issue cannot be investigated from the learners' point of view, since the questionnaire does not contain situation comedies.

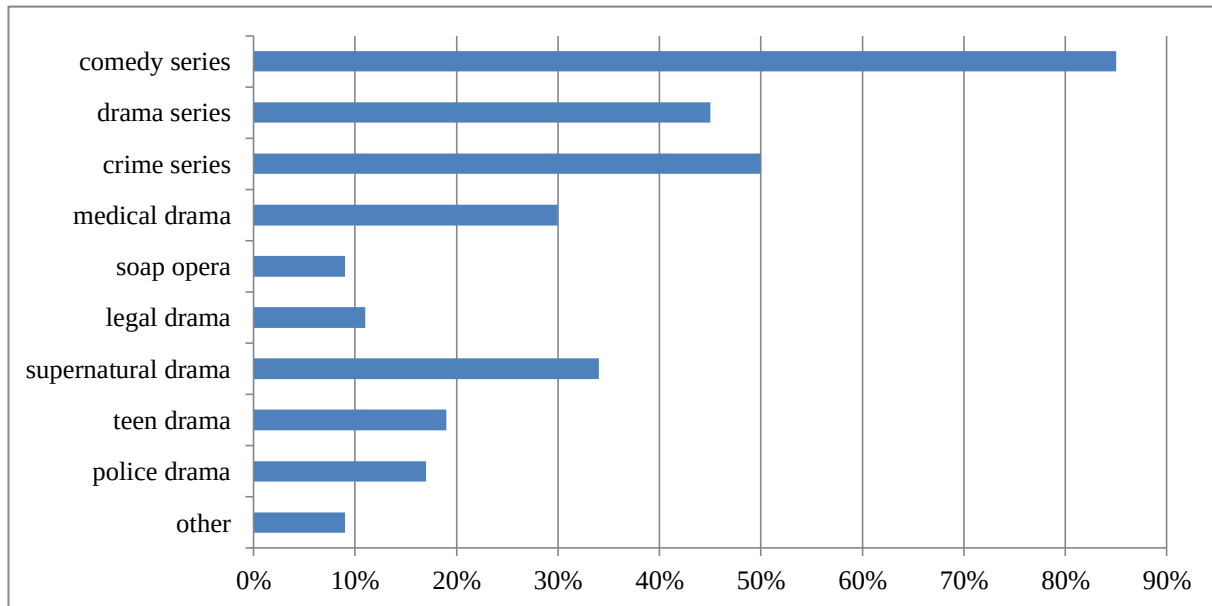


Figure 12. The series genres learners watch.

Questions also inquired about the use of subtitles. The results show that one in four always use subtitles, nearly two out of five usually do, one in four rarely use them and one in ten watch films and series without subtitles (see Figure 13). Research showed that using subtitles in the same language as the sound might be beneficial (Webb, 2013; Tsai, n.d.; Yuri, 2011; Hsu et. al., 2013). Hulstijn et. al. (1996) argued that reading the same new word more times support the acquisition of that word. Furthermore, Webb (2013) claimed that listening to a text and reading it at the same time is advantageous for learning collocations.

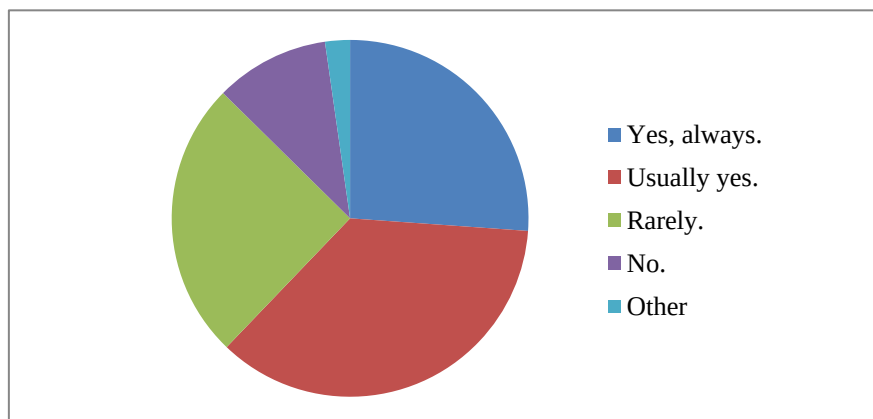


Figure 13. Whether learners use subtitles.

Learners who use subtitles most frequently use them in the same language as the sound (65%) or in mother tongue (55%) (see Figure 14). As Tsai (n.d.) observed in his study, those learners who use foreign language subtitles might take greater advantage of them than those learners who watch films and series with native language subtitles. This conclusion was supported by Yuri (2011) and also by Hsu et. al. (2013) when achievement in lexicon was considered. On the contrary, Yuksel and Tanriverdi (2009) found that subtitles do not make important difference. This was the experience of Hsu et. al. in terms of the improvement of listening skills. However, there are also learners who watch films and series with subtitles in another foreign language (12%). Since Tsai (n.d.) warned that any kind of subtitles might take away the focus from the sound, subtitles in any languages might also have negative effect. Another possibility is also available: audio in mother tongue with foreign language subtitles. Nevertheless, to my knowledge, neither research nor this questionnaire has investigated this option.

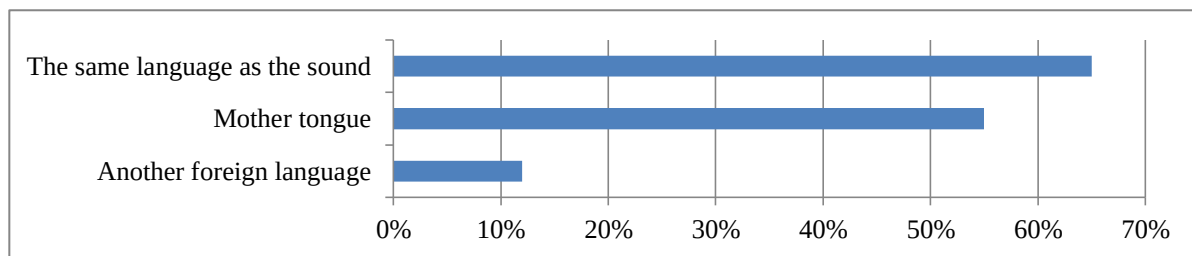


Figure 14. The language of the subtitles learners use.

When learners were asked which area they feel the strongest in, reading (73%) was most often mentioned. Indeed, Hulstijn et. al. (1996) supported that learners can take advantage of it. As for the other areas listed, there is only an insignificant difference between listening (49%) and oral communication (48%), the other two areas learners might also improve by watching films and series in a foreign language, as Weyers (1999) argued. In addition, writing (44%) and grammar (39%) do not have a great gap either (see Figure 15).

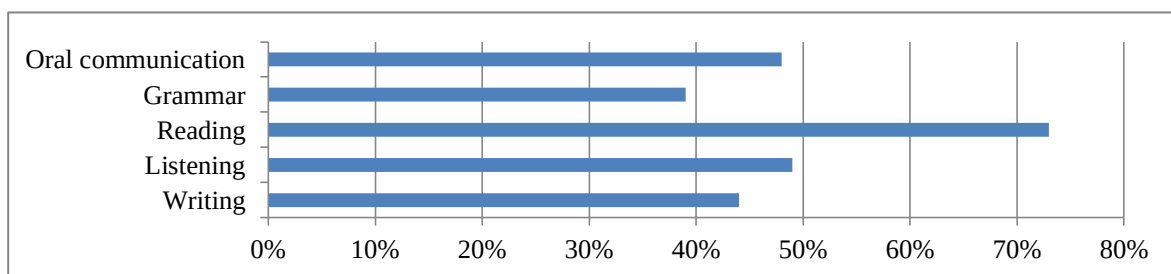


Figure 15. The areas in which learners feel the strongest in.

According to the results, most of the learners have noticed improvement in their language knowledge. Al-Surmi (2012) Yuksel and Tanriverdi (2009), Yuri (2011), Hsu et. al. (2013) and Webb and Rodgers (2009) implied that ‘incidental vocabulary learning’ is supported by watching films and series in a foreign language. Indeed, 84% announced that their vocabulary has increased. The finding of Weyers (1999) about the positive effect of watching authentic videos in a foreign language on listening skills is confirmed by 83% of the learners. Rost (1991) also noted that watching with purpose may result in the same effect. Moreover, 67% noticed improvement in their pronunciation and 18% stated that their grammar has become better (see Figure 17). Since these improvements are difficult to measure, I also asked how they noticed them. This time, 69% mentioned increased vocabulary, 79% improved listening skills and 51% improved pronunciation. The slight difference between the results of the answers indicates that learners indeed observed benefits. In addition, 41% announced that they became more self-confident, which coincides with the conclusion of Weyers (1999) about the improvement of communication skills. (see Figure 18).

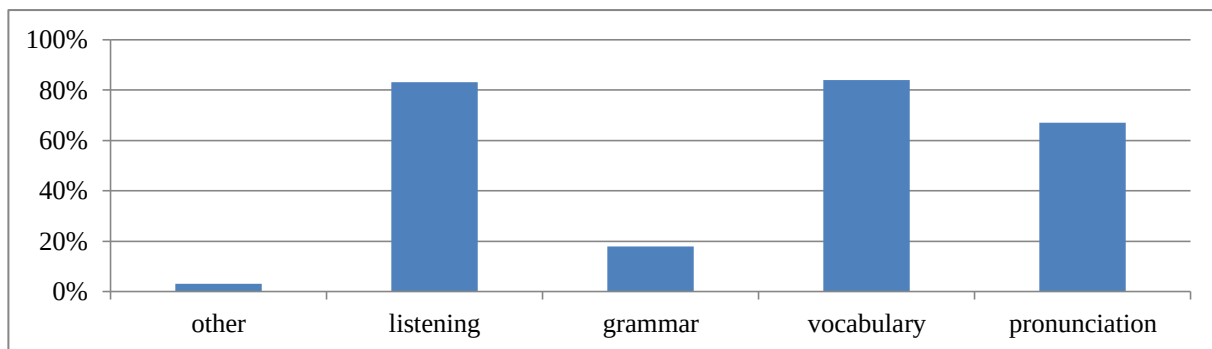


Figure 16. Fields in which learners have improved with the help of films/ series.

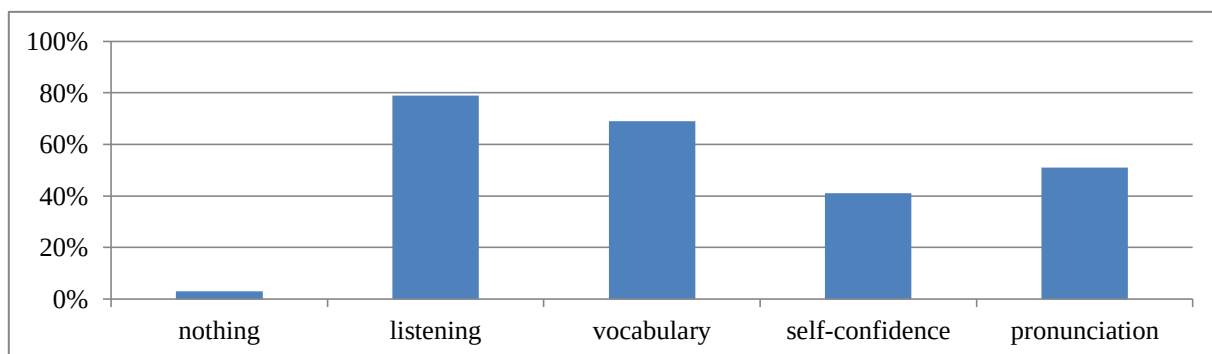


Figure 18. Fields in which learners have noticed improvements.

4.2 Interview

In the previous part, some general tendencies can be seen about how learners use films and series for language learning purpose. Nevertheless, there are also individual techniques the questionnaire was not able to reveal. Therefore I asked three Hungarian language learners about their habits, techniques and strategies for learning foreign languages. All of them speak the most frequently spoken language according to the result of the questionnaire, English, at advanced level. Moreover, two of them also speak the second most commonly spoken language among the learners, German. Besides, each of them speaks a smaller language none of the other two speak. Tom speaks Japanese, Maria speaks Croatian, and Joanna speaks Portuguese (the names were changed). In the following, I present the most important points of the interviews first, and then I compare and contrast their answers.

Tom has started learning English at school, because it was obligatory; however, in grammar school he had an interest in the language so he started to learn it more. As for Japanese, he started learning it because he likes the country and plans to live and work there once. He has a financial advanced language certificate in English, and he is on an intermediate level in Japanese. He uses the languages he speaks for work, reading news and watching series three times a week in English, and about once or twice a week in Japanese. He also has a Japanese friend with whom he communicates. He used to watch extracts from films with subtitles, and used the dictionary to look up the new words. In grammar school, his motivation to start learning English more intensively was the certificate and the application to university. He watches 20-40 minutes series and about one and a half hour films. He used to watch English films with subtitles, but now it is not necessary; if he does not know a word, he can guess it. In the case of Japanese, first he watches with English subtitles to have a general idea about it, then with Japanese. When he watched English films and series with subtitles, he used English subtitles, because Hungarian ones were not much available then. He only watches them again if there is nothing else to watch. As for the activities in connection with what he watched, if he did anything at all, he looked up the unknown words. He noticed improvements about after one or two years. He started using the collocations he heard. His listening skills, vocabulary and pronunciation also improved.

Maria started learning German at primary school because it was obligatory; she chose to learn English in grammar school and Croatian at university. The reason of her choice to learn Croatian is that some members of her family speak the language. She can use all of the languages

in her everyday life. She speaks German and Croatian at intermediate level. She feels the strongest in reading, because that is the activity she does the most often; listening is the second, because of the music and films; and she named speaking as her weakness because of the lack of opportunity to practice. When she learns languages, besides learning the words, she tries to spend as much time with listening to the language as possible. Maria also communicates with native speakers to practice the languages. She started watching films and series in a foreign language because of the lack of synchronization. At the beginning, she used Hungarian subtitles, then she left them in order to understand as much as possible by herself. Lately, she uses Croatian or Serbian subtitles for language learning purpose. She watches about 40-50 minutes series weekly. Most of the films and series are in English, but she also tries to find Croatian ones. Sometimes she watches television in German. At the beginning, she watched American series; however, later she became more interested in British culture and accent. In addition, some British television programmes and actors were introduced to her, thus she changed to British series. After she finishes an episode of her favourite series, she also reads the forum about them. Maria noticed that her passive vocabulary has enlarged, and she understands more of the films and series she watches. She only looks up a word if it reoccurs more times, but then she remembers it.

Joanna speaks German at intermediate and Portuguese at pre-intermediate level. She also started learning German, because it was obligatory, and she confessed that this is the reason why she does not like the language. At an early age she felt that everything around her is in English, she liked listening to music and watching films and she wanted to understand them. This motivated her when she chose English in grammar school, and she made a great effort to learn the language. Because of her impatience to learn words, she has always tried to find other ways to learn languages. Besides learning with the lyrics of songs, she watched films and series. When she watches films and series in a language she does not speak, she uses English subtitles; however, with English films, she has never used English subtitles. She also abandoned Hungarian subtitles, because she did not want to be distracted by them. She can also use English in her everyday life, but she can only use Portuguese at university, which she mentions as a disadvantage. Nevertheless, she watches Portuguese cartoons. In order to learn new words she needs context, and she prefers guessing the meaning from the context to looking the word up in a dictionary. Joanna feels the strongest in reading in all of the languages she learns, and also in listening and speaking in English. Her problem with speaking in other languages is the lack of

informal situations she could use the languages in. She started watching films and series in English when she was in grammar school to practice, polish her pronunciation and hear the words in context; now the main purpose is entertainment. On the other hand, she watches cartoons in Portuguese she has already seen to check how much she understands them. She watches 40 minutes long series and 90-120 minutes long films. When the aim is to listen to films and practice the language, she does other activities simultaneously; otherwise she does not. Her listening skill and pronunciation have improved, and it is also easier for her to have a global understanding of the films. Furthermore, she has learned to pronounce Portuguese sounds that do not exist in Hungarian and which exact place of articulation were never taught to her. If she watches films and series regularly, it quickens the improvements. However, she also said that watching a film from time to time is also beneficial in the long run.

Similarities as well as differences can be observed in their responses. They all watch films and series regularly in languages they are interested in. Besides, they use English in their everyday life, and try to use those languages which they would like to improve. Tom and Joanna started watching films and series in English for language learning purpose; however, due to their advanced level of language knowledge, now the main purpose is entertainment. As for repetition, Tom and Joanna watch films and series again for language learning purpose, Joanna more precisely as listening practice. However, they only use this technique with languages in which their language knowledge is below advanced level.

As for dictionary use, each of them has different tactics. Only Tom used to look up words in a dictionary regularly. Maria only looks up words which keep reappearing and she reported to remember them, as Hulstijn et. al. (1996) suggested. On the contrary, Joanna said that she could not remember well the words she looked up; the better strategy for her is to guess from the context which coincides with the present practice of Tom. As Yuksel and Tanriverdi (2009) also implied, in order to learn new words Joanna needs context and she prefers guessing the meaning from the context to looking the word up in a dictionary.

The issue of subtitles is slightly different by each person. On one hand, Tom abandoned English subtitles for English-speaking films and series because of his advanced language knowledge. This might have caused little difference on language learning since Yuksel and Tanriverdi (2009) claimed that subtitles have only insignificant influence on this issue. On the other hand, he still uses English subtitles for Japanese films, which he also watches with Japanese

subtitles afterwards. As mentioned before, Tsai (n.d.) confirmed the advantage of using subtitles in the same language as the sound. Maria used to watch films and series with Hungarian subtitles at the beginning, but later she abandoned them. Nowadays she uses subtitles in another foreign language for making developments in the language of the subtitles. Joanna prefers watching films and series without subtitles, because she is distracted by them, as Tsai (n.d.) warned in his study.

They all noticed improvements due to watching films and series in a foreign language. Tom started using the collocations he heard, as Webb (2013) also reported to be a possible positive effect of such activities. Tom and Joanna mentioned listening and pronunciation, Tom and Maria also talked about enlarged vocabulary and Maria and Joanna pointed out that they can measure improvement in terms of understanding which they feel to become easier. Furthermore, Joanna has learned to pronounce Portuguese sounds that do not exist in Hungarian and which exact place of articulation were never taught to her. This seems to confirm the argument of Rost (1991) about the importance of intensive listening.

All in all, although each of them used slightly different methods, they all seem to benefit from watching films and series.

5. Discussion

According to the results of the questionnaire and the interviews as well as previous research on this field, watching films and series in a foreign language can be beneficial.

Learners with at least basic language knowledge start watching films and series in a foreign language. Though Webb and Rodgers (2009) said that the knowledge of ‘3000 word families’ can be the level when this activity is advantageous for language learning purpose, whether this criterion is fulfilled by the learners cannot be certainly told. Results suggest that they pay attention to the films and series they watch, so the requirement indicated by Rost (1991) is most probably satisfied. Learners use other activities besides watching films and series, which might add to their success. The most common such activity is reading which Hulstijn et. al. (1996) claimed to be beneficial. The majority of them watch films and series regularly which coincide with the beneficial strategy Rodgers and Webb (2011) proposed. While Webb (2013) suggested that repetition is useful, learners rarely apply this practice.

Although Webb and Rodgers (2009), Webb and Rodgers (2010), Al-Surmi (2012) and Weyers (1999) investigated whether different genres are suitable for language learning purpose,

the results of the questionnaire suggest that learners do not consider the level of difficulty when they choose genres.

The issue of subtitles seems to be rather contentious. Most of the learners use some kind of subtitles. Webb (2013), Tsai (n.d.), Yuri (2011) and Hsu et. al. (2013) supported the use of foreign language subtitles which is the most common choice among learners. On the contrary, Yuksel and Tanriverdi (2009) argued that subtitles have no influence on the benefits. They emphasized the importance of the context, which Joanna also mentioned. Whereas subtitles in another foreign language are also used by learners, it cannot be told whether they only take away learners' attention from the sound as Tsai (n.d.) warned or support language learning.

Learners observed several benefits of watching films and series. The great majority of them reported its positive effect on their lexicon, as Al-Surmi (2012), Yuksel and Tanriverdi (2009), Yuri (2011), Hsu et. al. (2013) and Webb and Rodgers (2009) observed. Furthermore, most of them also listed listening, as confirmed by Weyers (1999). Also more than half of the learner mentioned pronunciation, which was illustrated by a specific example from Joanna.

Results support research findings at many points, while at some other parts they seem to contrast. Nevertheless, as the interviews indicate, individual differences should also be taken into consideration. It is likely that different techniques work for different learners. Moreover, there are fields where even research findings are not consistent.

6. Conclusion

It should be noted that there are some limitations of this paper. Unfortunately, the results of the questionnaire are not suitable to give answers to some questions. In order to have enough time to collect the amount of answers I needed, I started designing the questionnaire early while I was still finding more research on this topic. Therefore, there are some points that might have been slightly different; for example, the comparison of genres in the articles and in the questionnaire. Another issue with genres is that they are hard to determine, especially the genres of series. Whereas the study of Webb and Rodgers (2010) differentiated between American and British films, the questionnaire did not include this difference, mainly due to the fact that learners who filled it in do not only watch films and series in English.

In addition, whether the improvements learners reported are due to watching films and series or due to other activities cannot be told. Furthermore, whether learners watch films and series again for language learning purpose or because of some other reason were not asked. Another limitation is that it is unknown what the answers of those learners are who chose the ‘other’ option. Although it is also not known whether length and purpose for watching have any kind of influence on the advantages, they might also be interesting to investigate.

In conclusion, watching films and series in a foreign language is indeed beneficial in at least some respects. Research as well as the results of the questionnaire and the interviews support that watching films and series in a foreign language is advantageous for ‘incidental vocabulary learning’, listening skills and communication. This paper implies that learners may take into consideration which genre they choose for language learning purpose. Moreover, the choice of subtitles also seems to be an issue. Nevertheless, the advantages seem to outnumber the disadvantages, therefore it is worth watching films and series in a foreign language.

7. A filmek és sorozatok szerepe az idegen nyelvek osztálytermen kívüli tanulásában

A nyelvtanulás érdekes és színes terület, ugyanis a rendelkezésre álló eszközök nemcsak változatosak, hanem folyamatosan bővülnek és megújulnak. Ennek köszönhetően mindenki megtalálhatja a neki legjobban megfelelő módszereket és technikákat. Az iskolákon és nyelvkurzusokon kívül is vannak olyan lehetőségek, amelyek segíthetnek a nyelvtudás fejlesztésében. Ilyen például külföldi emberekkel való kommunikáció, az utazás, a zenehallgatás vagy a film- és sorozatnézés idegen nyelven.

Ez utóbbi népszerűsége talán azzal magyarázható, hogy szórakoztató és hasznos is egyben. Napjainkban a filmek és sorozatok eredeti vagy idegen nyelvű megtekintését megkönnyítik mind a televízió, mind pedig az internet által nyújtott lehetőségek. Több tanulmány is igyekezett feltérképezni az idegen nyelvű film- és sorozatnézés kínálta lehetőségeket, és vizsgálták a nyelvtudásra gyakorolt hatásait is.

A témaválasztásom oka az, hogy személyes tapasztalataim vannak az idegen nyelvű film- és sorozatnézéssel kapcsolatban, és az ismeretségi körömben is sokan élnek ezzel a lehetőséggel. Úgy érzem, hogy a kiejtésem és a szókincsem is fejlődött ennek a technikának a hatására.

A dolgozatomban az osztálytermen kívüli nyelvtanulási lehetőségeket, pontosabban a filmek és sorozatok idegen nyelvű nézésének a nyelvtanulásra gyakorolt hatását vizsgáltam. Először megpróbáltam meghatározni, hogy melyek azok a körülmények, amelyek lehetővé teszik, hogy hasznos nyelvtanulási módszerként lehessen alkalmazni. Ezután a különböző műfajok hatását vizsgáltam. Ezt követően a feliratok szerepét tanulmányoztam. Végül azt írtam le, hogy melyek azok az előnyök, amelyeket ennek a módszernek a hatására nyerhet a nyelvtanuló. A tudományos munkák mellett saját készítésű kérdőívem adataira és az általam készített interjúkra támaszkodtam. Azt próbáltam bebizonyítani, hogy az idegen nyelvű film- és sorozatnézés bizonyos körülmények között hatásos nyelvtanulási módszer, ugyanis fejleszti a szókincset, a hallás utáni értést és a kommunikációt.

Annak érdekében, hogy a film- és sorozatnézés sikeres nyelvtanulási technikaként is alkalmazható legyen, a szakirodalom szerint érdemes néhány körülményt figyelembe venni. Webb és Rodgers (2009) az alapszókincs szükségessége mellett érvelt. Ezen kívül Rost (1991) arra a következtetésre jutott, hogy a nézőknek kiemelt figyelmet kell fordítaniuk arra, mit hallanak. Webb és Rodgers (2009) arra is felhívta a figyelmet, hogy a programok közti hasonlóság segíti az új szavak elsajátítását. Emellett Rodgers és Webb (2011) szerint a

rendszeresség is fontos tényező, mivel így még akkor is tanulhatnak a nézők ismeretlen szavakat, ha különböző műsorokat néznek. Végül Webb (2013) az ismétlés fontosságára hívta fel a figyelmet a szókapcsolatok elsajátításáról végzett tanulmányában.

Az idegen nyelven történő film- és sorozatnézés sikerességét befolyásoló tényezőkön kívül a műfajok is hatással lehetnek a lehetséges előnyökre. Webb és Rodgers (2009) ennek a kérdésnek a vizsgálatakor azt tanulmányozta, mely műfajokban milyen gyakorisággal ismétlődnek a szócsaládok. Azt a következtetést vonták le, hogy a rajzfilmek a leghasznosabbak nyelvtanulási szempontból, míg a szituációs komédiák bizonyultak a legkevésbé kedvezőnek erre a célra. Ezzel ellentétben Al-Surmi (2012) amellett érvelt, hogy ez utóbbi a szappanoperákkal együtt hasznos nyelvtanulási eszközként szolgálhat. A szappanoperák nyelvtanulási célra való alkalmazását Weyers (1999) is támogatta. Webb és Rodgers (2010) kutatásában brit és amerikai filmek szókincsét vizsgálta, és ez alapján állították a műfajokat nehézségi sorrendbe. Kutatásuk eredménye szerint a legkönnyebben érthető műfajok a horror és a dráma, míg a legnehezebbnek a háborús és az animációs filmek bizonyultak. Azonban Webb és Rodgers (2010) a gyerekek és a felnőttek eltérő szókincsével magyarázta az animációs filmek esetét.

Ami a feliratok szerepét illeti, a szakirodalom álláspontja nem egységes a témában. Yuksel és Tanriverdi (2009) a feliratok szókincsre gyakorolt hatásának vizsgálatakor arra jutott, hogy nem befolyásolja azt jelentős mértékben, és a kontextus szerepét lényegesebbnek találták. Hulstijn, Hollander és Greidams (1996) szerint a haladó nyelvtanulók csak annak a szónak a jelentését nézik meg a szótárban, amelyet fontosnak tartanak, vagy amely szó többször előfordul. Yuri (2011) a feliratok pozitív hatását hangsúlyozta, ugyanis segítenek a félreértések kijavításában, illetve elősegítik a megjegyzést. Hsu, Hwang, Chang, és Chang (2013) szintén előnyösnek tartotta a feliratok használatát a szókincsfejlesztésre nézve, azonban úgy találták, hogy a hallás utáni értésre nincs hatása. Tsai (é. n.) összehasonlította az anyanyelvi és az idegen nyelvű feliratok hatását, és arra jutott, hogy az idegen nyelvű feliratok az előnyösebbek nyelvtanulási célra. Azonban figyelmeztet, hogy a feliratok nyelvtől függetlenül elvonhatják a figyelmet a hangról, ezzel csökkentve a film- és sorozatnézés esetleges pozitív hatásait.

Az idegen nyelvű film- és sorozatnézésből származó nyereségek a szókincs, a hallás utáni értés és a kommunikációs készségek fejlődése. A szókincs bővülése mellett érvelt Al-Surmi (2012), Yuksel és Tanriverdi (2009), Yuri (2011), Hsu és mtsai (2013), valamint Webb és Rodgers (2009). Weyers (1999) tanulmányában a szappanoperák hallás utáni értésre, valamint

kommunikációs készségekre gyakorolt hatását vizsgálta. Arra a következtetésre jutott, hogy mindkét készség fejlesztésében segít. A kommunikációs készségfejlesztésre gyakorolt hatásokról kiemelte, hogy a nyelvtanulók magabiztosabbnak érezték magukat tőle, és kevésbé tartottak az esetleges hibáiktól, amikor valamit közölni szerettek volna. Emellett csökkent a szorongásuk az anyanyelvi beszélők beszédét hallva.

A szakirodalom mellett az általam készített kérdőív segítségével próbáltam betekintést nyerni a témába. 222 nyelvtanuló töltött ki a kérdőívet; 176 nő és 46 férfi. A kitöltők többsége a 18-24 év közti korosztályba tartozik. Magyar, arab, lengyel, román, német és ukrán anyanyelvű emberek válaszoltak. Összesen 23 nyelven beszélnek, a többség angolul és németül. A tanulók háromnegyede azért kezdett el nyelvet tanulni, mert kötelező volt, tízből hat ember azért, mert tetszett neki a nyelv, és minden második ember megjelölte az okok között azt, hogy szeret nyelveket tanulni. A tanulók majdnem harmada számára a filmek megértése iránti szándék is szerepet játszott egy nyelv megtanulásában.

A kérdőív eredményei azt mutatják, hogy a nyelvtanulók rendelkeznek a Webb és Rodgers (2009) által hangsúlyozott alap nyelvtudással, ugyanis majdnem minden második ember legalább haladó szinten beszél nyelv(ek)et. Rost (1991) a figyelem és az érdeklődés fontossága mellett érvelt, és a nyelvtanulók válaszai arra utalnak, hogy így járnak el. Jelentős részük nem csinál semmi mást a film- és sorozatnézéssel egyidejűleg, ami elvonná a figyelmét, utána azonban 57% megbeszéli másokkal és 38% utánanéz az ismeretlen szavaknak, kifejezéseknek. A kérdőív kitér a tanulási és a nyelvtanulási stratégiákra is. A legnépszerűbbnek az olvasáshoz kapcsolódó technikák bizonyultak, a nyelvtanulási stratégiák közül megelőzve ezzel a zenehallgatást és a feladatmegoldást. A leggyakrabban megjelölt olyan tevékenység, amelyet idegen nyelven folytatnak, szintén az olvasás és a zenehallgatás. Azonban az eredményekből nem következtethető ki, hogy a nyelvtudás fejlődésében mekkora szerepet játszanak ezek a stratégiák a film- és sorozatnézés esetleges pozitív hatásai mellett. A Rodgers és Webb (2011) által kiemelt rendszerességet illetően az eredmények azt mutatják, hogy a nyelvtanulók harmada naponta, megközelítőleg ugyanennyien pedig hetente többször néznek filmeket és sorozatokat idegen nyelven. Ezen kívül kétharmaduk 2-5 sorozatot néz, ami arra enged következtetni, hogy a Webb és Rodgers (2009) által javasolt sikerességet befolyásoló tényezőnek is eleget tesznek, vagyis hasonló programokat néznek. Webb (2013) szerint az ismétlésnek előnyös hatása van, és a nyelvtanulók egy része ennek eleget is tesz.

Ahogy azt már korábban említettem, összesen 23 nyelven beszélnek, de 98% angolul néz filmeket és sorozatokat. A műfajok tekintetében a filmek közül egyértelműen a vígjátékok a legnépszerűbbek, majd a romantikus vígjátékok, romantikus filmek és drámák. Kilenc olyan filmműfaj szerepelt a kérdőívben, ami Webb és Rodgers (2010) műfajokat vizsgáló tanulmányában is megjelent. Webb és Rodgers (2010) szerint a legkönnyebben érthető műfajok a horror és a dráma. Azonban horrort csak a tanulók ötöde néz, míg drámát tízből hat ember. Webb és Rodgers (2010) kutatásában a legnagyobb kihívást jelentő három műfaj az akciófilm, a háborús film és az animációs film; ez utóbbiról azonban leírták, hogy nehézségének oka a gyerekek és a felnőttek eltérő szókincse. Ami az animációs filmek nézettségét illeti, majdnem minden második ember érdeklődik iránta. Lehetséges, hogy a nehézségnek tudható be, hogy a tanulók 43%-a néz akciófilmeket, míg csupán 26% választja a háborús filmeket.

A sorozatok közül szintén a vígjátéksorozatok a legnézettebbek, illetve a krimi- és drámasorozatok. A szappanoperák pozitív hatásait támasztotta alá Al-Surmi (2012) és Weyers (1999) is, azonban a tanulók csupán tizede nézi. Webb és Rodgers (2009) és Al-Surmi (2012) álláspontja nem egyezett a szituációs komédiákat illetően; mivel a kérdőív ezt a műfajt nem tartalmazta, a népszerűségüket illetően nem áll rendelkezésemre adat.

A tanulók felirat-használati szokásaira vonatkozó kérdésekre kapott válaszokból kiderült, hogy negyedük mindig használ feliratokat, ötből kettő általában, szintén negyedük ritkán és tizedük nem használ feliratot film- és sorozatnézéshez. Tsai (é. n.), Yuri (2011), Hsu és mtsai (2013) és Webb (2013) is a hanggal egyező nyelvű feliratot támogatta, amit a tanulók 65%-a választ. 55% az anyanyelvű felirat használatát is alkalmazza. A nyelvtanulók 12%-a azonban a hangtól eltérő idegen nyelvű feliratot választ. Tsai (é. n.) figyelmeztetése, miszerint a felirat eltereli a figyelmet a hangról, nyelvtől függetlenül minden felírra vonatkozhat.

A kérdőív eredményei azt mutatják, hogy a tanulók többsége észlelt fejlődést a film-és sorozatnézés hatására. 84% gondolja úgy, hogy bővült a szókincse, amit alátámaszt Webb és Rodgers (2009), Yuksel és Tanriverdi (2009), Yuri (2011), Al-Surmi (2012) és Hsu és mtsai (2013) kutatása is. Weyers (1999) megfigyelését a hallás utáni értés javulásáról a válaszadók 83%-a erősítette meg. Szintén Weyers (1999) érvelt a kommunikációs készségek fejlődésének lehetősége mellett. A tanulók 67%-a úgy gondolja, hogy javult a kiejtése, és 41%-a megnövekedett önbizalomról számolt be.

A kérdőívre visszaérkezett válaszok alapján egy globális képet sikerült alkotnom azoknak a nyelvtanulóknak a szokásairól és motivációiról, akik idegen nyelven néznek filmeket és sorozatokat. A kérdés alaposabb feltérképezése érdekében interjút készítettem három magyar anyanyelvű nyelvtanulóval. Mindegyikük haladó szinten beszél angolul; emellett beszélnek olyan nyelven, amelyen a másik kettő nem beszél. Tamás japánul, Mária németül és horvátul, Johanna pedig németül és portugálul is tanul.

A szótárhasználatot illetően Tamás az egyetlen, aki rendszeresen utánanéz a szavaknak. Mária csak abban az esetben, ha egy ismeretlen szó többször is megismétlődik, viszont így meg is jegyzi őket, amit Hulstijn és Tsai (1996) kutatása is alátámaszt. Johanna ezt nem tartja számára megfelelő módszernek, ő jobban szereti a kontextusból kikövetkeztetni a jelentést, amit az utóbbi időben Tamás is alkalmaz. Yuksel és Tanriverdi (2009) szintén a kontextus fontosságát hangsúlyozta.

A feliratok használatával kapcsolatban kissé eltérő válaszokat kaptam. Tamás az angol filmek esetében az angol feliratot azért hagyta el, mert nem érzi többet szükségüket. Japán filmek esetében azonban először angol, majd japán feliratot használ. Mária kezdetben magyar feliratot használt, majd elhagyta. Az utóbbi időben azonban a hangtól eltérő idegen nyelvű feliratot használ, mert szeretne fejlődést elérni a felirat nyelvében. Johanna azonban nem használ feliratot, mert elvonja a figyelmét, ahogyan azt Tsai (é. n.) is kiemelte.

Mindegyikük észlelt fejlődést a film- és sorozatnézés hatására. Tamás elkezdte használni azokat a szókapcsolatokat, amiket hallott, ami egyezik Webb (2013) állításával. Tamás és Johanna a hallás utáni értés és a kiejtés fejlődését emelte ki, Tamás és Mária a szókincs bővülését hangsúlyozta, és Mária és Johanna bizonyos idő elteltével könnyebben megértik az idegen nyelvű filmeket és sorozatokat. Johanna példaként hozta föl, hogy ennek a technikának a segítségével sajátította el azokat a portugál hangokat, amelyek a magyarban nem léteznek, és pontos kiejtésüket nem tanították neki.

Összességében kijelenthető, hogy a szakirodalom, a kérdőív eredményei és az interjúk arra utalnak, hogy az idegen nyelven történő film- és sorozatnézés alkalmazható nyelvtanulási technikaként.

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Appendices

Appendix A- Questionnaire

General questions

1. Sex

Male

Female

2. Age

Under 18

18-24

25-30

31-40

41-50

Above 50

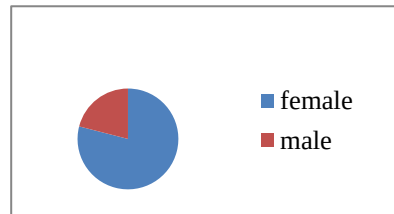


Figure 19. Learners' sex.

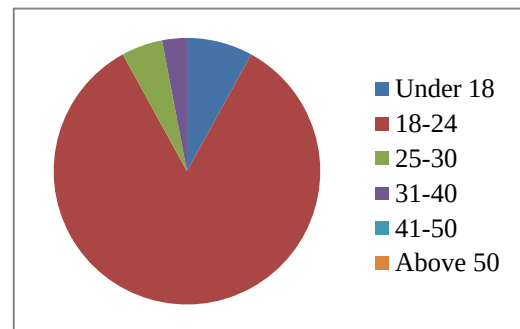


Figure 20. Learners' age.

3. What is your highest level of proficiency?

Primary school

Vocational school

Secondary vocational school

Grammar school

College/ university

Higher education

Other

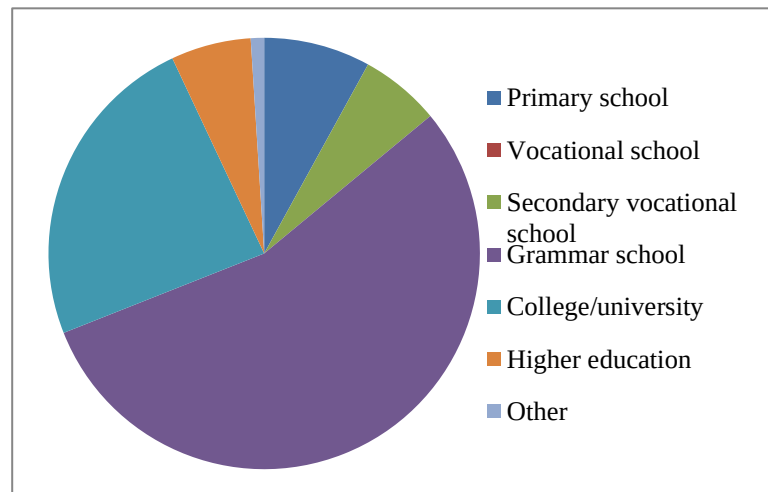


Figure 21. Learners' highest level of proficiency.

4. If you study, what is your major?

5. What is your mother tongue?

6. What languages do you speak?

7. Why did you start learning languages?

Because it was obligatory
Because I like the language
Because I like travelling
In order to understand lyrics
In order to understand films
In order to make foreign friends
Because I like learning languages
Because it is necessary for a job
Because it is necessary to get a degree
Other

8. What is your level of foreign language(s) you watch the films/series in?

Beginner
Elementary
Pre-intermediate
Intermediate
Upper intermediate
Advanced
High advanced
Other

9. Which of the following areas do you feel you are strongest in?

Oral communication
Grammar
Reading
Listening
Writing
Other

10. How do you learn?

Read silently
Read out loudly
Draw something in connection with the material you learn
Move while you are learning

Study in pairs or in groups

Read and take notes

Other

11. What language learning tools do you use?

Reading

Listening to music

Speaking to foreign people

Games

Doing exercises

Taking a language course

Other

12. Besides watching films/series, what other kinds of activities do you do in a foreign language?

Reading

Listening to music

Sending messages

Talking in a foreign language

Talking to a native speaker

Job

Nothing

Other

Questions about watching films and series

13. How often do you watch films/series in a foreign language?

Every day

A few times a week

Once a week

A few times a month

Once a month

A few times a year

Other

14. How long have you been watching films/series in a foreign language?

15. Why did you start watching films/series in a foreign language?

For entertainment

For language learning purpose

For gaining knowledge

For keeping up my level of the language

For improving pronunciation

For listening to spoken or native language

Other

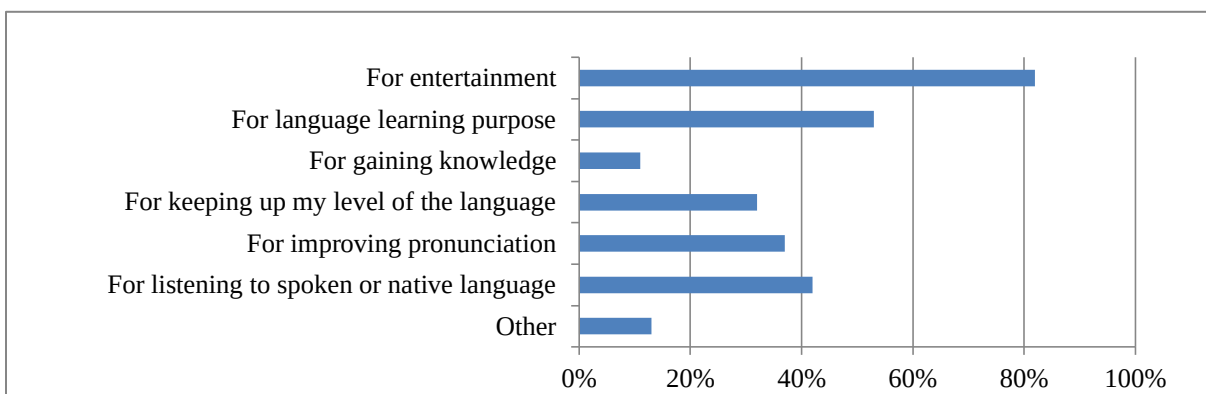


Figure 22. The reason why learners started watching films/ series in a foreign language.

16. How many series do you watch?

1

2-5

5-10

More than 10

17. A) How long are these films you watch?

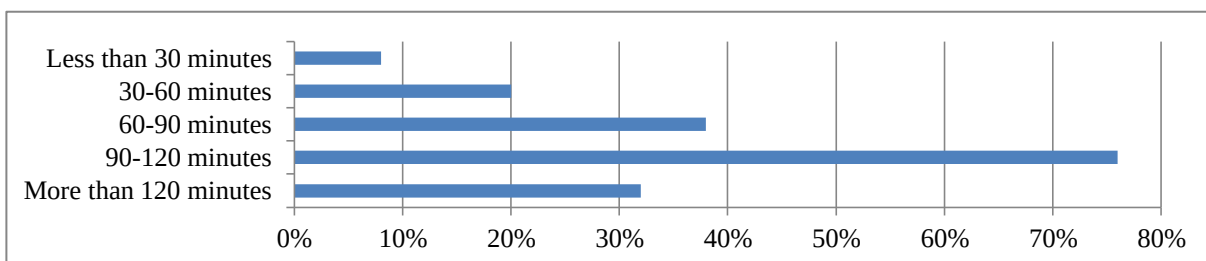


Figure 23. The length of films learners watch.

Less than 30 minutes

30-60 minutes

60-90 minutes

90-120 minutes

More than 120 minutes

17. B) How long are these series you watch?

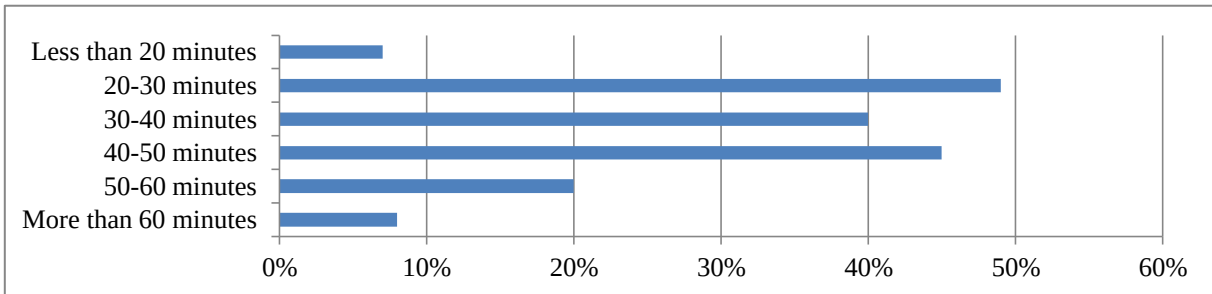


Figure 24. The length of series learners watch.

Less than 20 minutes

20-30 minutes

30-40 minutes

40-50 minutes

50-60 minutes

More than 60 minutes

18. Do you watch the films/series again?

Yes, always.

Yes, several times.

Usually yes.

Rarely.

No.

Other

19. What kinds of films do you watch?

Comedy

Action film

Adventure film

Animated film

Biopic

Cartoons

Documentary film

Drama
Horror
Romance
Musical
Romantic comedy
Science fiction
Thriller
War film
Western
Other

20. What kinds of series do you watch?

Comedy series
Drama series
Crime series
Medical drama
Soap opera
Legal drama
Supernatural drama
Teen drama
Police drama
Other

21. In which foreign languages do you watch films/series? (audio)

English
German
Spanish
French
Italian
Other

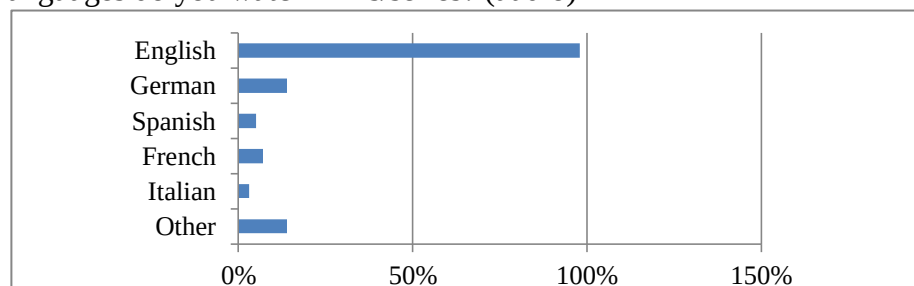


Figure 25. The languages in which learners watch films/series.

22. Do you watch
films/series with subtitles?

Yes, always.

Usually yes.

Rarely.

No.

Other

23. If yes, what is the language of the subtitles?

The same language as the sound

Mother tongue

Another foreign language

Other

24. What do you do while you are watching the films/series?

Take notes

Search on the internet in connection with the films/series

Talk with friends

Chat with friends online

Use a dictionary

Do nothing else

Other

25. Do you do anything in connection with the films/series when you have finished watching it?

Discuss it with others

Look up the unknown words, expressions

Other

26. In which areas have you improved with the help of films/series?

Pronunciation

Vocabulary

Grammar

Listening

Other

27. How can you notice that you have improved?

My pronunciation has improved

I have become more self-confident

My vocabulary has increased

My listening has improved

No improvement

Other

28. If you have noticed some improvement, after how long time?

Appendix B- Interview questions

If you study, what is your major?

What languages do you speak?

When and why did you start learning languages?

Did you choose the languages you learn?

Do you like learning languages?

Do you use the languages you learn?

What is your level of foreign language(s)?

Which areas do you feel you are strongest in?

How do you learn?

What language learning tools do you use?

Besides watching films/series, what other kinds of activities do you do in a foreign language?

How long have you been watching films/series in a foreign language?

Why did you start watching films/series in a foreign language?

How often do you watch films/series in a foreign language?

In which foreign languages do you watch films/series?

How many series do you watch?

How long are these films/series you watch?

Do you watch the films/series again? If yes, why?

Do you watch films/series with subtitles? If yes, what is the language of the subtitles?

What do you do while you are watching the films/series?

Do you do anything in connection with the films/series when you have finished watching it?

In which areas have you improved with the help of films/series?

How can you notice that you have improved?

After how long time have you noticed improvements?