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Improving Creative Writing Skills with Netflix for English Language Learners

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Introduction

In today's education, teachers are naturally compelled to keep up with novel ideas and technological innovations. In the globalized world, the rapidly expanding Internet and the growing role of media in students' lives intensifies the need for teachers to constantly improve their practices and to keep students genuinely interested. Students are facing more and more external stimuli, so it is not easy for the teacher to keep up and maintain the students' focus on the materials presented during the lesson. In my view, it is not the students who have to adapt to the traditional methods, but rather the teachers should keep improving and finding new ways to keep the students engaged.

When deciding on the topic for my thesis, I was seeking for materials that are relevant to modern language teaching. I was eager to find something that would encourage teachers to keep up with an increasingly internet-centric society and with the interests of students. In my opinion, in order to bring contemporary topics into language teaching in the 21st century, we need constant experimentation. These experiments can be quite challenging, and they do not necessarily yield immediate success. In order to prove my hypothesis, I have decided to conduct action research. This method, action research, is used 'to bridge the gap between research and practice' (Lo, 2017)

Thus, the foundation for my academic thesis is the implementation of and action research, which I conducted with the aim to investigate a new approach to teaching and to see what information I learn from a study I conduct with a medium-sized group of English language learners. I also wanted to investigate whether my results can be used to bring this innovative approach to language teaching. When I designed the unit I teach for my action research, I made sure to establish that the key topic is modern, original, and innovative.

The action research I carefully planned was based on the following research question: How can you improve creative writing skills for English language learners with the help of Netflix? I assumed that the topic and the research question would be motivating for the students, and they would lead to easy collaboration. Netflix is a streaming service that is now familiar to a vast part of society. As well as being accessible to many, it is motivating for students, and it offers numerous authentic audio-visual materials. My hypothesis was that Netflix can be used to improve students' creative writing skills. The action research I designed and conducted investigated whether my hypothesis was correct.

Literature Review

In the following section, I would like to review the literature that supports my thesis topic. I will examine key concepts including action research, teaching creative writing with audio-visual material, using authentic material to improve creative writing, and the use of Netflix in educational fields.

Action Research in Education

The term action research is not new. It became part of academic practice many years ago, and it was introduced into education in the mid-19th century by Stephen Corey. Action research is typically defined as research conducted by experts in their individual educational contexts, with the aim of improving their own practice and the development of the learners they teach. (Corey,1954; Efron&David, 2013). Anna Burns takes her definition further by describing action research as a 'self-reflexive, critical and systematic approach'. (2)

When planning action research, it is important to be aware of the steps of action research. Efron and David use the following figure to illustrate the cyclicity of the process.

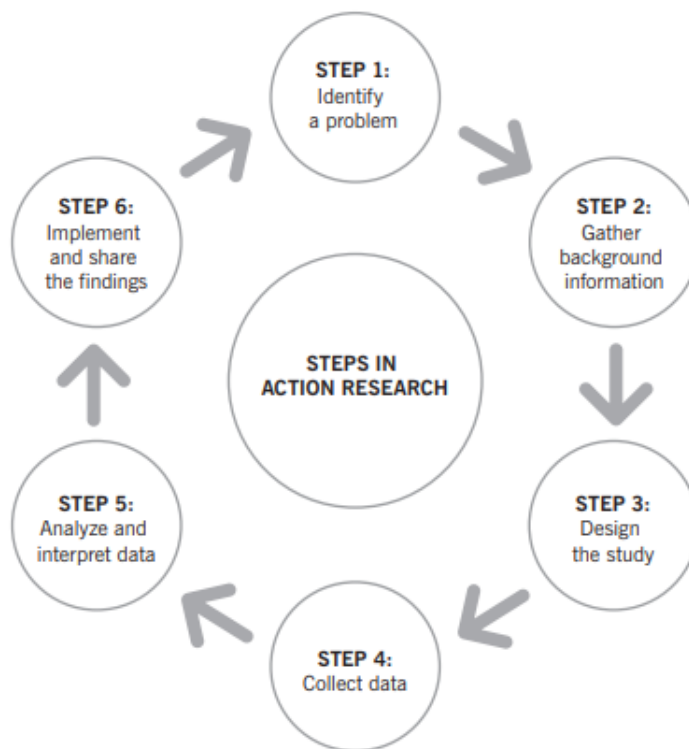


Figure 1. The six cyclical steps of action research (Efron&David, 2013, .8)

The first step is to identify the problem and formulate the research question to investigate. In my case, I formulated a research question for which I could not find any available answer in the existing literature, so I decided that I wanted to investigate it. In my case, identifying the problem should be relevant to the teaching of foreign languages and should be always adapted to the group under study.

In step 2, in order to address their study question, educators need information. This information can be gathered in a number of ways, student questionnaires, audio-video recordings of classes, classroom observations, reading books, journals, and naturally reading academic sources. Employing a variety of data sources is crucial to developing an in-depth understanding of the problem. For my own research, I relied on my own classroom observations and information found in the literature for preliminary data. This data led directly to step 3.

Rankin also points out in his journal that the focus in this step is on designing the material based on collected information from the research literature. (112) In designing action research, it is advisable to follow the design steps, so in the action research you want to design you should rely on what you had read in the literature related to your research question, adapting this to the needs of your group.

For the data collection in step 4, you can use various tools, for example a survey, own observations, or pre- and post-test to measure and evaluate student achievement. This information can be used in step 5 for creating an analysis. In step 6 you put the theoretical information into practice and implement the action. After the implementation, you will be able to reflect on the research by making a statement of the students' achievements and collecting all the information.

'Action and reflection are tied together as a central part of the research process if it is to keep going and achieve positive outcomes for you and your students.' (Burns, 2010) According to Burns, there is no action research without reflection. Reflection is crucial because it leads to answer the research question and to new problems that arise in the research. The new issues that emerge are the reason for the cyclicity of the figure illustrated by Efron&David, as the additional issues that arise provide the opportunity for further investigation, and with it, for further action research.

Action research has many benefits for foreign language teaching. The most commonly mentioned benefits are professional development, the possibility of collaboration, and the practicality of the activity. The following 11 key benefits are quoted from Fareh and Saeed's journal.

1. It aims at improving teaching and learning practices in classrooms because it attempts to find solutions to specific problems (...)
2. It is practical, manageable and can be carried out by a single classroom teacher or in collaboration with other colleagues. (...)
3. Action research conducted by teachers contributes to changing and re-defining the traditional role of teachers (...)
4. Action research promotes the teachers' understanding of the teaching process and enhances their problem-solving knowledge and skills. (...)
5. It can revitalize our teaching and lead to positive change in our teaching practices.
6. It raises teachers' awareness of the difficulties involved in their jobs and the complexities of teaching and learning.
7. Action research is conducive to faster professional development on the part of teachers (...)
8. It helps teachers develop more effective and more focused teaching materials.
9. It develops the teacher's research skills, enhances their self-esteem and promotes their awareness of their students' needs.
10. It allows and trains teachers to observe, analyze and reflect on the problematic areas in their teaching.
11. It also reinforces the spirit of team and collaborative work among the teachers of the same subject. (Fareh&Saeed, 2011, 155-56)

All things considered, I believe that the academic papers and studies referred to above provide an appropriate basis for my own research. By using the relevant literature and understanding the topic in sufficient depth, I have gained enough information to design my own action research of a qualitatively appropriate standard.

Audio-visual Material and Creative Writing

In this chapter, I wish to give an overview of the relationship between audiovisual materials and creative writing, looking at how multi-media content can be used as a source of inspiration. I also sought to answer how they can influence the development of creative writing. Furthermore, I also looked at how this can be applied in education.

Visual and auditory stimulation is powerful in education. Researchers have frequently investigated the importance of visual aids in education. Visual aids are defined as tools used for teaching that have the primary purpose of motivating learners and enhancing their learning. Examples include films, pictures, charts. These are the best tools to improve the learning process. (Shabiralyani et al., 2015) Audio-visual elements have long been integrated into education. As long ago as 1946, Johnson expressed the following views:

'It is no longer permissible to base a foreign language study exclusively on text-book material. It is as essential in language work as in science studies to have access to a laboratory. Instead of gas jets and test tubes, our linguistic equipment will include a piano, a victrola, a radio, a recording machine, a screen with projector for films, filmstrips and slides, maps, wall charts, bulletin boards, flags, games, illustrated books, magazines, news- papers, and pamphlets, costumes, products of foreign country.' (Johnson, 1946, 404)

In 2022, Audra Merfeld-Langston conducted a study on how to engage learners using YouTube. In her study, she argued that as language teachers, we can take advantage of students' interests, such as YouTube, to encourage them to learn languages. Furthermore, as YouTube is an accessible platform with millions of audio-visual aids, we can also include it in homework outside of class, which can even encourage the student to browse through the suggested videos on the topic, thus making their learning more autonomous. (287)

Writing with audio-visual elements is a type of writing that conveys emotions, ideas or thoughts in a creative way. (Haris et al., 716) According to their research, the use of audiovisual tools in a strictly structured curriculum makes the process of language teaching and learning easier and allows for the free expression of feelings and experiences. (717) They conclude their study by saying that they believe there is not enough emphasis on improving writing skills with audiovisual elements. I will provide examples in the action research design section in detail how I was able to apply audio-visual elements in creative writing tasks.

Ruhama and Purwaningsih conducted action research in 2019 similarly investigating the beneficial effects of audio-visual on writing development. In their study, they highlighted that a major benefit of the media is that it affects two senses simultaneously thereby improving learners' performance. They also argued that learner motivation can be increased in this way. (179) After examining the results of their action research, they concluded that

their project had definitely improved student performance. Their study not only showed that students' writing skills improved, but also that students' motivation for English increased. (188)

Unfortunately, no specific research on the relationship between creative writing development and audio-visual elements was available. Nevertheless, I believe that finding information about the interfaces highly helped to design the action research and reasonably contributed to the exploration of the results of my research question.

Authentic Material and Creative Writing

Akbari and Razavi have pointed out in their article that there are several definitions of authentic material. The key features they highlight are that they are produced by native speakers, and originally, they are not designed for pedagogical purposes. (106) They have agreed that the following definition is the closest to their own research, and to mine, so I will adopt it. Authentic materials are those texts which are made by native speakers for non-pedagogical purposes. (Bacon and Finnemann, 1990)

Éva Demeter summarises that the use of authentic materials is an encounter with a living language. (12) According to her, the inventory of authentic materials is defined as any 'visual information that can be verbalised', such as newspapers, articles, pictures, and cards. (114) She also summarised the virtues of authentic material: they use natural language, they create an atmosphere of genuine discourse for the learner, they convey culture. (Demeter, 1991)

Martinez further elaborates on the benefits of authentic materials. Without being exhaustive, I would like to highlight the most relevant ones for my research. Firstly, students can encounter real dialogues, in Martinez's example, interviews with famous people. In my case, the students were able to watch several real-life dialogues in the film. Additionally, it keeps students updated on current events, and students may also encounter improper use of English, which is typical in real life, but this is not commonly available in textbooks. (1)

Martinez also adds a number of disadvantages of authentic materials to his article. It can occur that the use of authentic materials does not accommodate the learning of the actual vocabulary. In addition, for learners at a lower-beginner level, it is difficult to find material that uses only the language structures they already know. He also points out that different accents can be a problem with authentic listening tasks. (2)

Authentic materials can be used in many areas of foreign language teaching. According to Akbari and Razavi, it is primarily the receptive skills of learners, such as listening and reading comprehension, that can be developed with the use of authentic materials. (108) In his critique, Setyowati addressed the use of authentic materials for writing skills development. In his 2019 study, he concludes that there are a lack of resources and studies on this issue. This approach to teaching is demanding, time-consuming, and constantly changing. He believes that further research and experimentation is needed to find the right way for modern language teaching to use authentic materials to develop writing skills. (75) Sudana also conducted research on the topic in 2017. In her research, she highlighted that writing skills are considered the most difficult of all because they require a high level of complex knowledge. (81)

Based on the result obtained, it can be further said that using authentic materials in descriptive writing is useful. In other words, the implementation of authentic materials in descriptive writing is effective to the improvement of the students' writing skill. (Sudana, 2017, 87)

According to my experience, there is not enough research yet on the exact inference between authentic material and creative writing. By researching other aspects of using authentic materials, I have gathered sufficient information to come closer to proving my hypothesis.

Netflix in Education

Netflix, one of the best-known streaming platforms, with countless TV shows, movies and series available, has now entered the educational context. Although Netflix's primary purpose is to entertain, some teachers and schools discovered creative ways to use it for educational purposes. The use of streaming platforms in education is a relatively new field of research. For this reason, it is particularly difficult to find specific academic sources on Netflix, so the possibility of literature review on it is very limited.

Netflix is undoubtedly the best-known streaming service in Hungary. According to GKID's research 39% of adult Hungarian internet users have a subscription or access to at least one streaming service provider. This represents roughly 2 million consumers. As he GKID's table shows below, in Hungary Netflix is still the most popular international

streaming platform (87,1%), followed by HBO Max (61,1%) in second place, and Apple's own service, Apple TV+, in third place. In addition, Netflix was the favourite service of 58 per cent of the 2 million streaming users.

Table 1. Familiarity and use of international streaming service providers in Hungary (GKID, 2022) – own translation

Platform	estimated active user		favourite platform	Popularity
	among active streaming users (subscribers, accessers)			among active internet users
Netflix	87,1%	1,78 million	58%	62%
HBO Max	61,1%	1,25 million	19%	51%
Apple TV+	6,0%	123,6 thousand	0,5%	12%
Prime Video	4,5%	91,3 thousand	0,3%	14%

The use of Netflix in education could be obvious because of its high popularity, but teachers face constant challenges. Under Netflix's general usage policy, it is prohibited and unethical to use the service for public broadcasting. This would be a huge problem, as it would completely rule out the possibility of a teacher using it to screen a film in a particular group. Looking for alternative options, after a careful search, I came across a section called 'Educational screenings of documentaries'. Including in the conditions of use they state 'Some Netflix original educational documentaries are available for one-time educational screenings'. In Educational Screenings Permission (ESP), it is explained what the exact conditions are and what must be met. This opens opportunities for educators to use it in their teaching. Recently, Hellens has set up an educational project in which he is looking for answers on how to integrate Netflix into the teaching of English and into the curriculum. His project is so recent that in his web article he has shared only the methodology of his project and, apart from the results he expects, only a few steps. He predicts that the earliest he will have credible results is probably next spring. (Teaching Innovation, 2023)

In her paper on the Internet, Gore explains the so-called Netflix and Skill opportunity. She states this is 'the future of learning and development'. She claims that one of its biggest advantages, apart from being fully personalised, is that it can be accessed outside the classroom, thus breaking with the traditional learning model. Moreover, she points out that traditional and old learning methods are not sufficiently customised. The Netflix and skill idea puts the learner at the centre and gives them more freedom than before, as they are not

as bound by strict curricula and can learn about a much broader and more colourful range of topics.

Moreover, "Netflix and skill" encourages active learning and critical thinking. Instead of passively consuming information, learners are encouraged to actively engage with the content, ask questions, and seek answers. This fosters a deeper understanding of the subject matter and promotes lifelong learning. (Gore, 2023)

Almost every branch of education has adopted video as an educational tool. More recently, MacDougall and Ruediger did not analyse the role of Netflix in their research report explicitly, but the role of streaming video in education. MacDougall and Ruediger point out that today, educators are turning to a specific type of video, so called streaming video. Its main advantage is that it is accessible and flexible. University libraries play a major role in extending accessibility. They also report that there are efforts to make streaming content licences available to teachers and students, providing new modern opportunities for learning. (2023)

The use of streaming video in education alone is not enough, and the study highlights that 'how instructors use streaming video determines its pedagogical success, and instructors need to invest significant intellectual time and energy into developing effective teaching strategies for using streaming video synergistically with other teaching resources'. (MacDougall and Ruediger, 2023, 3-4)

The main question of their research was how teachers are currently using streaming platforms in their classrooms. As their study is recent, I think it is important to highlight the major findings they have come to in this context. They summarised their main findings in six points. Their first finding is that teachers prefer to use these platforms when they support the curriculum and motivate students. Second, they point out that trainers tend to use shorter clips than full-length films. In the third point, they highlight a problem they have experienced, which is the inaccessibility of certain content for trainers. The fourth point states that YouTube is the most common video source used in education. In the next point, they stress the need to reduce the financial burden, as they have found that teachers are reluctant to expect students to pay. The last point also summarises a challenge, namely that in addition to the technical challenges, teachers must face the fact that the content on offer on their platform is constantly changing. (2023)

Since Netflix and other streaming platforms have only become popular in the last decade, their integration into education is also considered to be new. Therefore, their functionality has only been investigated in a specific segment of education, and I have used these recent studies to gain sufficient insight in this field to design meaningful action research study and formulate a research question.

Action Research design

When designing my action research, I had to consider the size of the group, the language level, the age characteristics, and the time frame available. I intentionally set up the action research as a project. According to Jim Scrivener, the specificity of the project is that its principal aim is to concentrate on longer-term progress so that students are engaged in something that has concrete, visible results in the end. (364)

'Projects are usually task-oriented rather than language-oriented; in other words, the learners focus on doing something practical rather than directly on studying language.' (Scrivener, 2005). In my action research, I set up the project material in such a way that the students had to solve specific tasks and produce something on a regular basis. My fundamental aim was not to instantly improve their English level but to give them the confidence to solve specific creative writing tasks. During the project, there were no grammar-focused tasks and no listening or reading comprehension tasks, as my primary goal was not language development.

The project was based on a film, so the selection of the film was the cornerstone of my work. I had to carefully choose a film that fitted in with my research, that was appropriate for the age and language level of the students, and that had the potential to serve as the foundation for creative writing skill development. I chose a novel documentary based on a true story, starring a 16-year-old girl who is chasing her cherished dreams. It was a crucial point that the film contains several intermedial aspects, as there are interviews, blogs, and vlogs embedded in the story, which can be a good starting point for creative writing development.

The first item in the Appendix represents the description of the action research. The participants in my research were 17 students: 6 boys and 11 girls. The students are in two separate classes and they attend 10th grade at Széchenyi István Secondary Grammar School and Arts Vocational School of Szolnok, Hungary. 11 students are in class A, specialised

either for drama or for sports. The other 6 students are in class B, specialised either for Computer Science or for Biology. The students learn English from pre-intermediate, CEFR level A2 books, but some of them have already passed a B2 level complex language exam. The different language levels were not a disadvantage in this work because Scrivener claimed that the projects provide an opportunity for learners at different language levels to create according to their own abilities. (364) The result of the questionnaire, which I have included in Item 8 of the Appendix, shows that most students, around 70 percent, have been learning English for more than 8 years, see Chart 1. Students' prior experience in the creative writing field is highly diverse.

The action research was designed for 16 in-class lessons. It was divided into five modules, such as I. introduction (two lessons), II. scene writing module (four lessons), III. blog writing module (four lessons), IV. short story writing module (four lessons), V. closure (two lessons). Not too many tools were required to conduct this action research project. As the teacher, I needed a Netflix account, the necessary learning materials, which mostly I created, and an evaluation rubric. All the students needed was a folder, which I gave them, in which they could conscientiously collect the learning materials I provided.

Students' continuous progress was monitored through assessments. To achieve this, I created an evaluation rubric (Item 2 in the Appendix). I identified areas for improvement and the categories for evaluation during my creative writing project. These categories were the following: content, organization, vocabulary, style, accuracy, and use of English. I scaled each area from 1 to 5, and then I added comprehensive descriptors to the rubric, giving the students a clear view of what was expected from them and facilitating accurate and transparent feedback on their work. By adding up the scores for each section, they also received a more detailed and comprehensive description of their writing product. To collect relevant results, I needed a pre-test and a final writing product, which I could compare to see if I had made any progress with the students. In this action research project, I assessed at several points, so I could track progress.

Item 3 of the Appendix is the schedule for the project. In the first module, the students completed the pre-test. The pre-test was a creative writing exercise in which the students were given only one title to use as the title of their composition, and as they later realized, it was the same as the title of the project film. They were also given a sentence to end their written product. For this pre-test, the students were not provided any help, as it was used to find out where we must start from. After the pre-test, they were introduced to the project process and expectations. The second, third, and fourth modules of the research project,

which were the core of the project, consisted of 4 lessons each and were based on the following scheme: 1. film watching, 2. presentation, 3. practice, 4. production. These three modules focused on three different types of creative writing tasks: scene writing, blog writing, and short story writing.

Darren Masserman pointed out that the personal antipathy towards writing tasks in students can be reduced by doing scene writing. He also pointed out that if the writing task is presented to students by linking it to something they already like, in this case watching TV, movies, they are more likely to do it. (23) Scene writing is a fundamental pillar of a film because everything we see has been put down on paper before and can only be realised that way. (Darren, 2015) I wanted to adopt a similar approach with this stage. During the presentation class, we discussed what a scene is, how it is typically constructed, and what are its prominent features. Then I chose a scene from the film on which the project was based, the students had to take the guided questions into account and had to observe how that particular scene was constructed. This instantly gave the students an understanding of the specific characteristics of the scene. There is no question that scene writing can be seen as a kind of creative writing exercise. In this part, the students' product was a scene writing task, which they had to create based on the prompts generated by AI and their necessary knowledge about the scene from the movie and from the presentation and practice lessons.

Geiger stated in her article Writing, Technology and Teens that blog writing, as a form of creative writing and a specific form of self-expression, has a motivating effect on students. (2008) In agreement with this, I chose blog writing as the third stage. The film was also the primary source for this stage, since, as I mentioned above, the film's plot includes the main character's blog and vlog. This was our starting point here. In the presentation lesson, the students were introduced to blogs and the notable difference between a blog and a vlog. We analysed the vlog we have seen in the film and then tried to transform it into a blog. The students were capable of practicing expressing their emotions in this exercise and, as the questionnaire results will later confirm, this was their favourite exercise. In addition, they had to produce a creative writing task in this section. A blog can be written about almost anything, so they had to choose one of several distinct sub-themes from 3 different topics and write blog post individually.

'Too often, our secondary school curriculum offers the opportunity to write a short story only to those students judged talented, who may take a creative writing course as an elective. Such a course is concerned then with the teaching of creative writing to a select

group, out of the context of the regular English course. But, there is so much to be gained by teaching the writing of the short story as a part of a regular high school English course and to an unselected group of students. The average, non-expressive, verbally inhibited student is rarely given the opportunity to investigate the pleasures and pains of a creative effort' (Hiatt, 1965, 810)

Since short story writing is a significant discipline of creative writing, I reasonably wanted to overcome the concern cited above by integrating it into my project. Furthermore, it is my own perception that there is almost no creative writing task in the textbooks integrated in the curriculum, so students cannot experience this kind of creative work. I am convinced that I have succeeded in providing the students an overall overview of this genre. Based on the film, the task was to imagine that they could read the story they had seen in the film in the form of a book, and along this idea we started to explore the specificity of the short story in the film, drawing parallels between watching the film and writing again, just as we did with scene writing. Due to time limitations, students were not required to compose a short story in this module but could choose to do so as an optional assignment in the final paper.

For the final writing product, students could choose any of the three types of writing tasks and use any of the learning materials in their folder. The final writing was handed in with peer editing beforehand. This way they were more aware of their own mistakes and the mistakes of others. Byrd points out that many teachers systematically avoid written assignments because they are time-consuming to carefully correct. He suggests a possible solution to this, which is peer editing. He highlights significant facts about peer-editing, such as the students' peers are always there, making it easy to involve them, it can be done at any language level, at beginner level learners must focus first on syntax and later content, and peer-editing develops students' writing skills. (119)

In summary, I have based my research on course materials and exercises that I have created and other online sources. I always tailored the tasks to the group and individualised them. I used Netflix primarily as a motivational device. The film served as the primary source for certain stagings, as watching a film episode always came before the creative writing development tasks.

Research design

My research required data collection and direct results that could support my hypothesis. I used two tools to collect data to support my research and to get a more nuanced picture of students' opinions and thoughts. My two tools were questionnaires and interviews. In addition, I used the results of action research to adequately support my hypothesis.

To receive any data that could be evaluated, I asked students to fill out a questionnaire during the first and last modules. The pre-questionnaire (Item 4 in the Appendix) consisted of 25 questions that explored attitudes towards different aspects of my research project: demographics, learning English, writing assignments, Netflix, watching movies, project work. The post-questionnaire (Item 5 in the Appendix), which consisted of 23 questions, focused more on their experience during my project. The post-questionnaire contained some similar questions from the pre-questionnaire, which were also used to collect information. All 17 participants completed both questionnaires, but one student was unable to participate for a significant part of the project, attending 5 out of 16 lessons, so his answers were irrelevant and uninterpretable.

While the questionnaires provided me a general view of the whole group, the interviews were used to get more representative answers from four students, which brought me closer to proving my hypothesis. I interviewed four students, three girls and one boy. The selection of the interview participants started on a voluntary basis, and then I selected the learners from the volunteers. In the selection process, I considered the fact that I wanted to ask interview questions to students with different abilities and different motivations. The purpose of my interview questions (Item 6 in the Appendix) was to gather the respondents' opinions to support in more detail that I. Netflix helped them to improve their creative writing skills, II. using Netflix was motivating for them, III. using a variety of social forms helped them to grow self-confidence.

My project was monitored during the whole time by another English and German teacher, who is the class teacher of the significant part of the group. In addition to the student interviews, I also interviewed her. This was intended to receive the opinion of a more experienced and qualified teacher, thus providing valuable information for my research. I asked her very similar questions to the ones I asked the students. This allowed me to compare their answers and identify what their experiences were as an external professional and as a participant. (Item 6 in the Appendix)

Discussion

In the discussion section, I would like to present three types of analyses in detail: in the first part, the outcomes produced by the students during the action research, in the second part, the analysis of the questionnaires, and in the third part, the conclusions drawn from the interview responses.

Results of the action research

The foundation for my research project was to improve creative writing skills. After completing the pre-test, the students were engaged in three types of creative writing tasks, which I continuously evaluated using the assessment rubric. The results were continuously recorded in an Excel table (Item 7 in the Appendix), so that I was able to monitor several aspects. The first aspect was whether progress had been made with that particular student. The second aspect was whether progress had been made with in certain areas. The table also helped me to keep track of the overall progress I made in the group. It also allowed me to see in general in which areas was made progress during the action research. The results are for 16 students, as one student out of a group of 17 was not present for 11 lessons and could not complete his assignments.

The table headings refer to the areas to be developed and assessed. C =Content, O = Organization, V = Vocabulary, S = Structure, A = Accuracy, U = Use of English. To understand exactly what I mean by these areas, see the evaluation rubric, Item 2 in the Appendix.

In the second table in Item 7 of the Appendix, I have labelled with a letter 'B' if the student's solution to the creative writing task was better than the pre-test and with an 'X' if not. The bar chart below the table illustrates how many students made progress. By 'not improved' I mean that none of the three tasks got better than the pre-test, 'slightly improved' means that one of the three tasks got better, 'rather improved' indicates the number of students who got two better tasks, and the 'improved' column indicates the number of students who got better out of all three tasks.

As it can be observed from the tables and the graph, there was only one student who did not show any continuous improvement, she missed a lot of lessons and tried to catch up studying the online materials that resulted in a significant backlog. For eight students, accurately representing 50% of the group, we can undoubtedly say that they have greatly improved during the research project.

The second bar chart reports the average score of the group on each creative writing task. From the data in the chart, it is clear that the group performed better in general from task to task, improving from a pre-test score of 21.8 to a final writing score of 26.

I also made a chart of the progress made in each of the areas identified for improvement and evaluation in the action research design. This is demonstrated in Chart 3 in Item 7 of the Appendix. Examined this, it can be verified that there were no areas during the project where no progress was achieved.

Survey results

Analysing the results of the completed questionnaires, I will consider all the answers to both questionnaires, but I will only present the relevant results that support my topic. In the analysis of the results, I would like to demonstrate what I was intending to achieve by asking these specific questions. In both the pre- and post-survey, I asked for demographic data to draw conclusions, but in the end the responses seemed to indicate that demographic data was not related to any outcome, so I did not see any possible connection.

Questions 4-8 of the pre-survey asked about students' previous experiences of learning English as a foreign language. I wanted to find out what role English as a school subject, and English as a language play in the students' everyday lives. The answers to the questionnaire indicated that most students receive a constant stimulus in English day-to-day. Furthermore, I can clearly say that the students are engaged in English as a subject. This information is strongly linked to their motivational attitudes.

Questions 9-13 focused on writing tasks. Here, I was most interested in whether they had used creative writing in their education and how often they were required to complete writing tasks at school. The second chart shows that students' responses indicate that they rarely or sometimes get written tasks in general, and their responses to English writing tasks are similar. I asked students the following question in both the pre- and post-survey: On a scale 1-4, how much do you like doing written assignments in English? Chart 3. shows that

students' motivation for writing tasks increased after the project, with a total of 12 students marking a 3 or 4 in the pre-survey and 14 in the post-survey. Before the project, there were two students who marked a 1, but after the project, no one marked a 1.

Questions 14-18 were related to Netflix and other streaming platforms. At this question, I wanted to confirm that Netflix is a better-known streaming provider than other streaming providers in this group. This was positively confirmed when 100 percent of students answered yes to the question whether they were familiar with Netflix, and 14 out of 16 students said that there was available Netflix account in their environment. The second most familiar platform was HBO GO, which 100 percent of students had also heard of, but 13 students had access to.

Questions 19-21 were on film viewing habits. With question 19, I wanted to prove that films play a significant role in students' daily lives and are within their interests. 15 out of 16 students answered that they watch a film or a series several times a week or daily. I also wanted to prove that the students in my group like to watch films in English with English subtitles, because if this is proven, it follows that I can motivate them with this. When asked what language they like to watch a film or series in, eight students chose English, which was the option with the highest proportion of students, with watching films in their mother tongue coming second. All students had watched a film in English, so my question 21 was about their personal preference for subtitles, here the option with Hungarian subtitles won by a ratio of 7-9, so it was not confirmed that students preferred English subtitles.

In the last part, the three questions focused on their experience of working in a project. In this section, I wanted to find out about students' attitudes to project work. I wanted to know if they were enthusiastic before and after the project. As shown in Chart 5 of Item 8 in the Appendix, before the project 10 out of 16 students answered that they would like to participate in an English project, and after my project, there were two more students who answered 'Yes' to the same question. In neither case did I receive a negative answer, the other students in both cases ticked the 'Maybe' answer option. From this I conclude that my project had a slightly positive influence on the students' interest in project work.

In the post-survey, I was interested in the students' experiences of the project. Moreover, I questioned them about the project work, the tasks, the creative writing, and the film on which the project was based.

In questions 4 and 5, I asked them about their active participation in project lessons. My intention was to get a clear picture of exactly how much each student had attended, although I noted this myself, but it made it easier for me to produce the statistics. The

students were also able to follow the material if they were absent using Google Classroom, as I uploaded every worksheet and instruction each week. For this reason, I was also curious to know whether they had made up the material when they were not present on the lesson, according to their own records. Four of the students indicated in the questionnaire that they did not make up the material when they were absent, one of them did not participate in a significant part of the project, so I could not draw conclusions from his results, the other three students only missed 1-1 lessons, so their progress was not affected by missing one lesson without making up.

Questions 6-12 were related to the tasks of the project. I wanted to get data on the students' overall opinion of the tasks they had completed and whether this had influenced the improvement of a particular student. When asked which writing tasks, they liked the most and least, I received very different answers, and they indicated no relationship with their improvement. In order to validate the action research project design, I needed precise information on whether the students felt that the presentation and practice lessons, which were based on the film and prepared them for the creative writing production, were useful. Of the presentation lessons, seven of the students marked a 3, and eight marked a 4, that they were useful and helpful, of the practice lessons, 11 students thought they were completely useful, and four students marked a 3. A total of nine students tended to disagree with the statement that they could have done well without the presentation lessons, and this number did not change for the same question about the practice lessons.

In question 12, I wanted to draw a parallel between the difficulty of the tasks per student and the performance of the students. The students submitted very different answers: on a scale where one means very easy, and four means very hard, the pre-test was given an average of 2.29, scene writing the same, blog writing 2.0, and final writing an average of 2.13. Since the students' creative writing scores clearly increased from task to task and the difficulty level they rated did not change in ideal proportion, it cannot be clearly concluded that the difficulty level of the task is related to the rate of students' progress.

Questions 15-18 were based on the film chosen for the project. These questions were intended to validate the choice of film for the project. 70.6% of the students were present for all the episodes, and the remaining saw 2/3 of the episodes, so I took everyone's answers into account when evaluating the following film-related questions. On a scale where 1 meant "not at all" and 4 meant "absolutely not", considerable proportion of students, 47 per cent, marked 3 for how much they liked the theme of the film. I think this is meaningful because if the theme of the film is relevant to the students, it is easier to keep their attention and maintain

their interest and motivation. I share the same opinion about the plot. There is unquestionable that the plot of a film plays a key role in a film-based project. It can be noted that I have chosen a film that meets the needs of the students in terms of plot, as nine students marked 4. The fact is not negligible that the students have mixed language skills with different levels of proficiency; therefore, we needed a film that used language that the entire group was able to understand. 11 students rated the film as fully understandable in the post-survey question 18. I also wanted to sufficiently prove my research question based on the children's opinions. Seven of the participants tended to agree and four agreed completely that the film helped them to complete the creative writing tasks.

In the last part, I thought it was noteworthy to get feedback on the project, as this is another way of proving that I had planned the action research well. When inquired what they liked most about the project, several students said that their creativity had meaningfully improved, but watching the film was the most popular answer. One learner pointed out that the most enjoyable thing for him was that we were not learning from a course book, and he did not even notice that he was learning but improving. Unsurprisingly, when asked what they liked least, the most common answer from students was the pre-test, as they did not know much about creative writing at the time. It should be noted that it was also the most challenging task they indicated. Finally, in the post-survey I would like to highlight the question that asked whether they preferred this form of work to the traditional one. Here, all except one respondent marked yes. Looking at this particular student's results, I conclude that his negative attitude did not affect his progress, as he also received a rather improved rating.

In conclusion, the answers to both surveys were sufficiently representative to evaluate the results. From the analysis, it was clear that my hypothesis for this group of students was proven, as I was able to support it with their answers that it was not only motivating, but they also reported that they made progress in creative writing development. Their responses highly contributed to the reflection of my own action research.

Interview results

For further data collection, I conducted interviews with the students participating in the research project. I attempted to compose both the questionnaires and the interview questions in such a proper way that I could answer the research questions I asked and support

or refute them as necessary. In the interviews, four students answered separately, and they were not permitted to listen to each other to avoid influencing each other's answers. They all answered the same three questions in the same order. Three girls and one boy participated in the interview. The identity of the respondents is irrelevant, so I will refer to the girls anonymously as G1, G2, G3, and to the boy student as B1.

1. Why has Netflix helped you improve your creative writing?

For the first question, I wanted to know how students considered the advantages of using Netflix in this context. A common element in the students' responses was that none of them refuted the fact that Netflix stimulated their creative writing development. All four students highlighted different things in response to the question. G1 pointed out that for her the writing skill tasks are boring in general, but because they were linked to a Netflix movie, it distracted her from her attitude so she could improve. G2 highlighted that movies on Netflix are rich in emotion according to her experience, and the movie we watched during the project was one such movie, so the visual realisation of emotions encouraged her to find inspiration when solving creative writing tasks. G3 considered the vocabulary to be the most noteworthy. She claimed that she had heard a lot of expressions in the film that were part of her passive vocabulary and because she recalled them, she was able to use them in productive tasks. B1 explained, it was particularly motivating to use the streaming service, so that he could improve without realising it.

I asked the supervising teacher what she thought Netflix could do for the students' creative writing development. In her answer, she pointed out that Netflix content is often not available in the students' mother tongue (in Hungarian) dubbed, but students are curious, so many of them watch content in the original English. She also mentioned that since watching films and TV series is one of the most popular hobbies, it is effective to build new teaching methods with them. She considers the choice of film to be appropriate as, in her opinion, 'The film shown in the classroom sessions was easier for the students to understand, most of them did not even need subtitles. It was definitely a success for them, which could encourage them to watch their favourite or the latest streamed programmes in the target language in the future'. It is outstandingly important point, that students could be encouraged to watch content in English outside the classroom. She mentioned the benefits of Netflix in terms of vocabulary development, which students were keen to incorporate into their writing.

2. Was it motivating for you in the writing tasks that they were linked to a Netflix movie? If yes, why? If no, why not?

With this question, I wanted to find out how students with different motivation levels and different performance levels in class perceive the motivational effect of Netflix. Their answers were all remarkably similar. They agreed that it was much more motivating to complete the tasks associated with the audio-visual experience than the drier lesson material. Three of them, (G1, G2, B1) highlighted that Netflixing means a kind of escape in their lives and even in a school setting associated with a task, they felt it was relaxing. Two of the participants, (G2, G3) mentioned in their responses that the plot of the film was particularly motivating because it was inspiring and therefore the tasks were exciting and varied for them. While G3 said that she would have also enjoyed the tasks without Netflix because she enjoys creative writing anyway, the others said that they did not like writing tasks but using Netflix had made them completely distracted from it.

Furthermore, I asked the observing teacher why, from her point of view, it was particularly motivating to use a Netflix movie. She highlighted the same benefits as the students. She believes that Netflix films represent a relaxing experience for learners and that the film I chose was especially engaging, thought-provoking and inspiring.

3. Did it help you to complete the writing tasks that you had practiced in different social forms, like pair work, or group work beforehand?

My third and final question was the least supportive of my research question, but I thought it was relevant and appropriate to ask in order to gather information about students' attitudes towards the project. It was equally significant to find out whether the students' attitudes towards this question could have influenced my results. I also thought that the variety of social forms contributed effectively to the results of my action research and was necessary to conduct my action research.

Although the students' opinions differed, they agreed that the variation in the social forms was useful. G1 said that she preferred working in pairs, and that when she had to work individually it was challenging. She thinks that she can work more effectively in pairs and that group work does not get her anywhere because she cannot adapt well to more than one person. G2 also noted the benefits of variety of social forms, although she said that pair and group work is 'sometimes' useful. She feels they are useful when collective knowledge is needed more than personal knowledge. However, she experienced that when she did not have to work alone, it was less stressful and less pressured, she felt in pair work more relaxed and creative. G3 was the only one who said that she prefers to work alone, relying on her own knowledge, but she also recognized the positive aspects of other social forms. The main advantage she highlighted was that she could see a task from more

than one perspective and that this supported her to get precisely the tasks done. B1 missed one of the project classes, he did not make up for it and feels that without the group work he would have found it harder to get back into it. Like G3, he is sufficiently confident and said that without pair or group work he could have produced similar results, but with more difficulty.

The teacher who participated pointed out, when I asked for her opinion, that teenagers mostly watch Netflix content alone at home, so it was extremely entertaining for them to work on specific tasks connected to the film in pairs or groups. In her experience, these types of learning are most often used by language teachers to develop speaking skills, so students could be challenged to solve writing tasks in this way. She observed that it also influenced and helped students to improve.

From the summary of the responses, it is clear that the students had a positive attitude towards this action research. My impression is that they feel they have improved, and it is not just the use of Netflix that has contributed to their improvement, but its motivational impact and the variety of social forms. The increase in their motivation may have contributed to their progress, but the variety of the forms of social interaction, in addition to Netflix, also helped them. Their answers also revealed to me that the movie was a crucial element of the action research, because without it the motivation would not have been high enough, which could have hindered their progress.

Conclusion

My research question on how to use Netflix for creative writing development was partially answered. Summarizing the literature, the results of the action research, and the questionnaires and interviews I conducted, I conclude that Netflix can be used to improve students' creative writing, specifically in a setting similar to the one I used for my research project.

What has been proven to me is that Netflix can help with creative writing improvement, and if we want to answer the 'how', we need to do action research. My own research project has certainly improved students' creative writing skills, and this has been confirmed by the results of my action research. The motivational role of Netflix has also been fully proved, not only by the students' performance and attitudes, but also by the questionnaires and interviews. The interviews also confirmed the study that action research is necessary in education, as it gives teachers the opportunity to develop.

Limitations

As with other action research, this one also has its own limitations. First, there is not enough research on the use of Netflix in the English classroom. Second, the question of how authentic audiovisual tools can be adapted for creative writing development is not frequently examined and this idea is not clearly supported by the literature. Apart from the unfortunate lack of literature and research in certain areas of my topic, my own action research alone does not produce widely credible and valid results, due to the paucity of samples in the research conducted. The research was carried out in one particular year group in one specific school, in a group of students with a similar language level. Furthermore, the research was strictly limited by the available time frame.

Improvements

My research can be further improved with some possible modifications and extensions. The most important and necessary change would be to increase the sample in order to obtain more valuable, clearer results and to collect the appropriate amount of information. To achieve this, I consider it essential to involve as many schools as possible in the experiment. It would be worth trying it out with as many groups and in as many grades as possible, so that we can also gain information from it. Also, it would refine the results if groups at different language levels were varied.

In addition to increasing the sample, the design could also be substantially changed. It would be worth conducting similar action research with various types of content produced by Netflix to prove that the streaming provider has a significant role to play in the project. I would also envision examining students' development in creative writing in smaller steps by focusing on a particular genre and working through that genre in its entirety over a longer time frame, rather than three or more different genres in 16 lessons, as in my action research.

I believe that if these changes were implemented, there would be a clear answer to my research question of how you can improve creative writing skills for English language learners with the help of Netflix.

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Appendix

Item 1: Project Description

Class level/ Number of students	10th Grade, A2 level, 17 Students	
Time	16 in class lessons	
Title	Improving Creative Writing Skills with Netflix for English Language Learners	
Topic of the project	<i>True Spirit</i>	
Aims	Linguistic: Students develop their listening, speaking and writing skills	
	Non-linguistic: developing learner autonomy, developing students' creative writing skills, exercising social skills, collaboration with each other	
Steps	1. pre-test 2. Introduction 3. - 1. episode 3.1 – Scene writing presentation 3.2 – Scene writing practice 3.3- Scene writing production 4. – 2. episode 4.1 – Blog writing presentation 4.2 – Blog writing practice 4.3 – Blog writing production 5. – 3. episode 5.1 – Short story presentation 5.2- Short story practice 5.3 – Final writing production 5.4 – peer editing 6. – evaluation / closing	
Equipment	Teacher	Students
	Netflix account Worksheets Evaluation rubric	Observation sheets Worksheets
Project product	Creative story writing	
Assessment	The products will be assessed based on marking scheme	

Item 2: Evaluation rubric

	1- very weak	2- poor	3- average	4- good	5- Excellent
Content	Extremely irrelevant parts are included, poor imagination	Lack of creativity, only irrelevant parts	Some parts are original and interesting	Creative and interesting story	Very creative and interesting story line. Original ideas with rich imagination
Organization	Very little or no continuity, not proportional, no structure at all	Lack of continuity, not proportional, missing crucial structural elements	Gaps in continuity, approximately proportional, missing structural elements	Lots of evidence of continuity, good proportions, clear structure	Continuity is clear, excellent proportion, coherent- logical structure
Vocabulary	simplistic word choice, poor imagery	mostly basic vocabulary, lack of imagery	Varied word choice, monotone imagery	Rich vocabulary, good imagery	Outstanding word choice, rich imagery
Style	inappropriate style	Simplistic style	Some evidence of personal style	Lots of evidence of personal style	Outstanding and confident personal style
Accuracy	major errors render writing unclear	minor yet frequent errors in syntax and mechanics necessitate reader effort	mostly correct syntax with some spelling errors	mostly correct syntax with some spelling errors	No grammatical errors, no spelling mistakes
Use of English	Limited language, inability to form complex sentences, oversimplified sentence structures	Simple language, simple sentences	Complex language is included at some parts, simpler sentence structures	Use of quite complex language, different sentence structures	Independent use of complex language, variety of sentence structure

30- 27 Excellent - You have excellent creative writing skills. You mostly pay attention to a well-structured content and well-organized paragraphs. Your language is outstanding, and you are aware of your personal writing style. You have no or very few errors or mistakes, and you are able to use complex language.

26- 23 Good - You have good creative writing skills. You know how to write an original story, but you may add more vivid elements. You can organize your thoughts and ideas. You need a little more confidence in your personal writing style, but you are in the right direction. You may have some grammar errors or spelling mistakes. You are able to compose more complex sentences.

22- 18 Average - You have average creative writing skills. Your story contains original parts, but you should improve your imagery. Pay more attention to organize your ideas and compose coherent text. You should use more diverse vocabulary. Your personal style is only slightly visible. Pay more attention to accuracy. Try to use more complex language and sentence structure.

17- 12 Poor - You need more exercise. Avoid irrelevant parts in the story line, try to use original ideas. Exercise to organize your ideas in clear structures. You should improve your vocabulary and learn how to write in your personal style. Practice your spelling and sentence structure.

11-6 Not enough yet - Practice a lot! Focus on the composition of relevant storyline, learn how to structure your ideas in order to write a coherent text. You should give priority to improve the following areas: vocabulary, grammar, spelling.

Item 3: Project Schedule

Steps	Time limit	Activity	Social form	Outcome
1. Pre-test <i>2023.09.07</i>	1. lesson	Students complete diagnostic pre-test for creative writing	Individual	Students have their first writing piece.
2. Introduction <i>2023.09.07</i>	2. lesson	Presentation of the project outline and evaluation rubric	Frontal T	Ss get familiar with the project
3. 1st episode <i>2023.09.08</i>	3. lesson	Ss watch the 1 st episode in class	Whole class	1 st observation sheet will be done
3.1 Scene writing presentation <i>2023.09.13</i>	4. lesson	T presents scene writing	Whole class	Ss get to know how to write a scene and how to include dialogues
3.2 Scene writing practice <i>2023.09.14</i>	5. lesson	Ss practice scene writing with the help of the movie	Group work	Ss will be able to cooperate each other and brainstorm together in order to find more ideas
3. Scene writing production <i>2023.09.14</i>	6. lesson	Ss write their own scenes based on prompts	Individual	Ss gain confidence in scene writing
4. 2nd episode <i>2023.09.15</i>	7. lesson	Ss watch the 2nd episode in class	Whole class	2 nd observation sheet will be done
4.1 Blog writing presentation <i>2023.09.20</i>	8. lesson	T presents blog writing Ss read blogs	Whole class	Ss get to know what a blog is and how to write one
4.2 Blog writing practice <i>2023.09.21</i>	9. lesson	Ss write blogs in pairs based on a scene from the movie	Pair work	Ss learn strategies for using appropriate vocabulary

4.3 Blog writing production 2023.09.21	10. lesson	Ss write their own blogs	Individual	Ss will be able to use a varied vocabulary more consciously
5. 3rd episode 2023.09.22	11. lesson	Ss watch the 3 rd episode in class	Whole class	3 rd observation sheet will be done
5.1 Short story presentation 2023.09.27	12. lesson	T presents short story writing	Whole class	Ss learn how to organise their writing
5.2 Short story practice 2023.09.28	13. lesson	Ss practice strategies for writing a short story	Group work	Ss will know to use appropriate and individual style
5.3 Final writing production 2023.09.28	14. lesson	Ss have to write either a scene, or a blog, or a short story based on prompts	Individual	Based on the knowledge acquired in the 12 lessons, Ss will be able to complete a creative writing task
5.4 Editing 2023.09.29	15. lesson	Ss edit each other 's work	Pair work	Ss will be able to more aware of grammatical errors, or spelling mistakes
6. evaluation, closing 2023.10.04	16. lesson	T assess Ss	Whole class	Ss get assessed and get detailed feedback

Item 4: Pre-Survey

1. E-mail *
2. Gender * girl / boy / other
3. Age * 15 /16
4. Where do you live? * in the capital city / in a county seat / in a big city / in a small city/ in a village / other
5. How long have you been learning English? *
for 1-2 years /for 3-4 years /for 5-6 years/ for 7-8 years /for more than 8 years
6. Where do you use the English language? *
only in the school/ in English lessons outside school/ leisure activities in English e.g. games, clubs /with my friends/ with my family
7. How often do you listen to music in English? *

never /rarely (once a month) /sometimes (more than once a month)/ often (several times in a week)/ always (almost every day)

8. How often do you watch films/series in English? *

never /rarely (once a month) /sometimes (more than once a month)/ often (several times in a week)/ always (almost every day)

9. How much do the following statements apply to you? Score from 1 (not true at all) to 4 (absolutely true) *

	1	2	3	4
I love the English language				
I like English lessons at school				
I only learn English because I have to				
I learn English because I am interested				

10. How often do you have to complete a writing task at school? *

never /rarely (once a month) /sometimes (more than once a month)/ often (several times in a week)/ always (almost every day)

11. How often do you have to complete a writing task at school in English? *

never /rarely (once a month) /sometimes (more than once a month)/ often (several times in a week)/ always (almost every day)

12. Which of the following text types have you written?

	in Hungarian	in English
short story	☐	☐
drama or movie scene	☐	☐
blog	☐	☐
poem	☐	☐
e-mail	☐	☐
letter	☐	☐
argumentation	☐	☐

13. On a scale 1-4, how much do you like doing written assignments in Hungarian? *
- not at all 1 2 3 4 absolutely
14. On a scale 1-4, how much do you like doing written assignments in English? *
- not at all 1 2 3 4 absolutely
15. Do you know Netflix? * Yes / No
16. Does anyone around you have a Netflix subscription that you can access? *
- Yes / No / I don't know
17. Which of the following streaming platforms do you know? *
- Amazon Prime/ Disney+ / HBO GO / RTL PLUSZ /Other:
18. Which of the following streaming platforms have you used? *
- Amazon Prime/ Disney+ / HBO GO / RTL PLUSZ /Other:
19. How often do you watch films or series? *
- daily /several times a week /once a week/ 2x-3x a month /less often than monthly
20. Which language do you prefer to watch films/series in? *
- in Hungarian/ in English/ Other:
21. If you watch a film or series in English, do you watch it with subtitles? *
- No / Yes, with Hungarian subtitles / Yes, with English subtitles /I don't watch films in English
22. Have you ever participated in project work? * Yes / No
23. If so, what type of project was it? *
- individual / group work / I have not participated yet / Other:
24. If so, did you enjoy this type of work? * Yes /No / I have not participated yet
25. Would you like to work on a project in English? * Yes / No / Maybe

Item 5: Post- Survey

1. E-mail *
2. Gender * girl / boy / other
3. Age * 15 /16
4. Where do you live? * in the capital city / in a county seat / in a big city / in a small city/ in a village / other
5. The project consisted of 16 hours, how many hours were you present? *
- 1/2/3/4/5/6/7/8/9/10/11/12/13/14/15/16

6. If you missed a class, did you make up the material? *Yes/No/I did not miss a class

7. Which task was your favourite? * pre-test /scene writing/ blog writing/ final writing

8. Which task did you like the least? * pre-test /scene writing/ blog writing/ final writing

9. How much did the information you gained in the presentation lessons help *

not at all 1 2 3 4 absolutely

10. How much did the exercises in the practice lessons help you to complete the written assignment?

not at all 1 2 3 4 absolutely

11. How much do you agree with the following statements? Score from 1 (strongly disagree) to 4 (strongly agree)

	1	2	3	4
I could have done the written assignment well without the presentation lessons.				
I could have done the written assignment well without the practice classes.				
I liked doing the written assignments				

11. Have you written a similar writing assignment (scene, blog, short story) before?

Yes, in English / Yes, in Hungarian / Yes, in Hungarian and in English / No

12. How difficult did you find the tasks? Score from 1 (very easy) to 4 (very difficult)

	1	2	3	4	I did not complete
pre-test	☐	☐	☐	☐	☐
scene writing	☐	☐	☐	☐	☐
blog writing	☐	☐	☐	☐	☐
final writing	☐	☐	☐	☐	☐

13. How much do you like doing written assignments in Hungarian? *

not at all 1 2 3 4 absolutely

14. How much do you like doing written assignments in English? *

not at all 1 2 3 4 absolutely

15. How many parts of the film did you see? * 3- all/ 2/1/ I did not see it

16. How much did you like the theme of the film? *

not at all 1 2 3 4 absolutely

17. How much did you like the plot of the film? *

not at all 1 2 3 4 absolutely

18. How much do you agree with the following statements? Score from 1 (strongly disagree) to 4 (strongly agree)

	1	2	3	4
The language of the film was easy for me to understand				
The story of the film was very clear to me.				
I would have enjoyed the tasks more with another film.				
The film helped me to do the creative writing exercises				

19. Have you been involved in project work before? * Yes / No

20. What did you like most about the project work? *

21. What did you like less about the project work ? *

22. Did you prefer this type of learning to traditional learning? * Yes / No

23. Would you like to participate in other projects in English? * Yes / No/ Maybe

Item 6: Interview questions

For students

1. Why has Netflix helped you improve your creative writing?

2. Was it motivating for you in the writing tasks that they were linked to a Netflix movie? If yes, why? If no, why not?

3. Did it help you to complete the writing tasks that you had practiced in project work, pair work, or group work beforehand?

For teacher

1. Why could Netflix help students' creative writing development?

2. Was it motivating for the students that the creative writing tasks were linked to a Netflix movie? Why?
3. Was it helpful for the students to have the opportunity to practice in different social forms (pair and group work) before completing the creative writing tasks?

Item 7: Results of writing tasks

Table 1

	Pre-Test							Total
	C	O	V	S	A	U		
BCs		4	4	4	3	3	3	21
FM		5	5	4	4	5	5	28
GV		5	5	4	5	4	5	28
JD		4	4	3	2	3	2	18
JJ		5	5	4	4	5	4	27
KK		2	2	3	2	4	2	15
LÁ		3	4	3	3	4	3	20
MR		5	4	5	5	5	4	28
MF		4	4	4	4	4	3	23
ÓB		5	4	3	3	4	4	23
PB		4	5	4	4	5	4	26
RD		1	1	1	2	2	2	9
SF		4	4	4	3	3	3	21
SzZ		4	4	3	3	3	4	21
SzA		2	2	2	2	3	2	13
UK		4	5	5	5	4	5	28

	Scene writing							Total
	C	O	V	S	A	U		
		4	5	4	4	4	3	24
		4	4	5	4	3	4	24
		4	5	5	5	5	5	29
		3	3	3	3	2	2	16
		3	5	5	4	4	4	25
		4	4	4	3	4	3	22
		3	4	4	3	4	3	21
		4	5	5	5	5	5	29
		5	4	3	4	4	4	24
		3	5	3	4	4	4	23
		4	5	5	5	4	4	27
		5	4	3	3	2	2	19
		5	4	4	4	3	4	24
		4	4	4	4	3	4	23
		3	2	2	3	2	2	14
		4	5	5	5	5	5	29

	Blog writing							Total
	C	O	V	S	A	U		
		3	4	3	4	4	3	21
		5	5	5	4	4	5	28
		5	5	5	5	5	5	30
		5	5	5	5	5	5	30
		5	5	4	4	4	5	27
		4	4	5	4	4	4	25
		3	3	3	2	3	3	17
		5	5	5	5	5	5	30
		5	5	5	5	4	4	28
		5	5	5	5	5	5	30
		4	4	2	3	4	4	21
		4	5	4	4	4	4	25
		4	5	3	5	4	4	25
		3	3	4	4	4	3	21
		4	4	4	3	3	2	20
		5	5	5	5	5	5	30

	Final writing							Total
	C	O	V	S	A	U		
		5	5	4	4	4	4	26
		3	3	4	3	4	3	20
		5	5	5	5	5	5	30
		4	5	5	4	2	3	23
		5	5	5	5	5	5	30
		3	4	4	4	4	4	23
		5	5	4	4	4	4	26
		5	5	5	5	5	5	30
		5	5	4	4	4	5	27
		5	5	4	4	4	4	26
		4	5	4	4	5	4	26
		5	5	4	5	4	4	27
		4	4	3	4	5	4	24
		5	5	5	5	5	5	30
		4	3	3	3	2	3	18
		5	5	5	5	5	5	30

Table 2

	Task 1	Task 2	Task 3	Improvement
BCs	B	X	B	<i>rather improved</i>
FM	X	X	X	<i>not improved</i>
GV	B	B	B	<i>improved</i>
JD	X	B	B	<i>rather improved</i>
JJ	X	X	B	<i>slightly improved</i>
KK	B	B	B	<i>improved</i>
LÁ	B	X	B	<i>rather improved</i>
MR	B	B	B	<i>improved</i>
MF	B	B	B	<i>improved</i>
ÓB	X	B	B	<i>rather improved</i>
PB	B	X	X	<i>slightly improved</i>

RD	B	B	B	<i>improved</i>
SF	B	B	B	<i>improved</i>
SzZ	B	X	B	<i>rather improved</i>
SzA	B	B	B	<i>improved</i>
UK	B	B	B	<i>improved</i>

Chart 1.

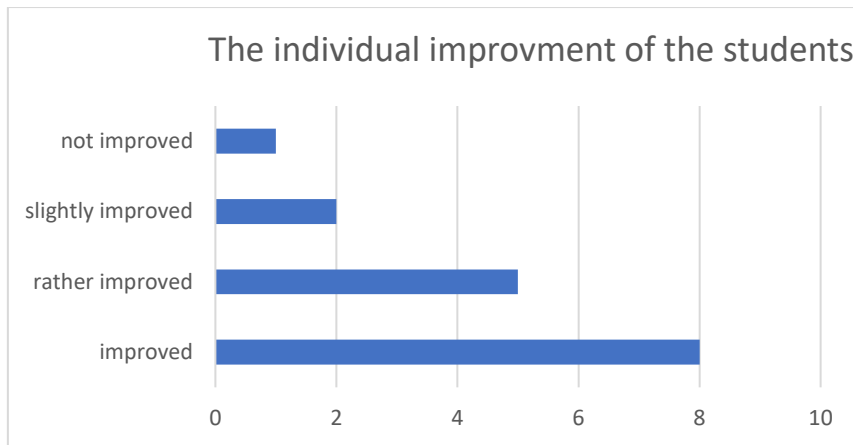


Chart 2.

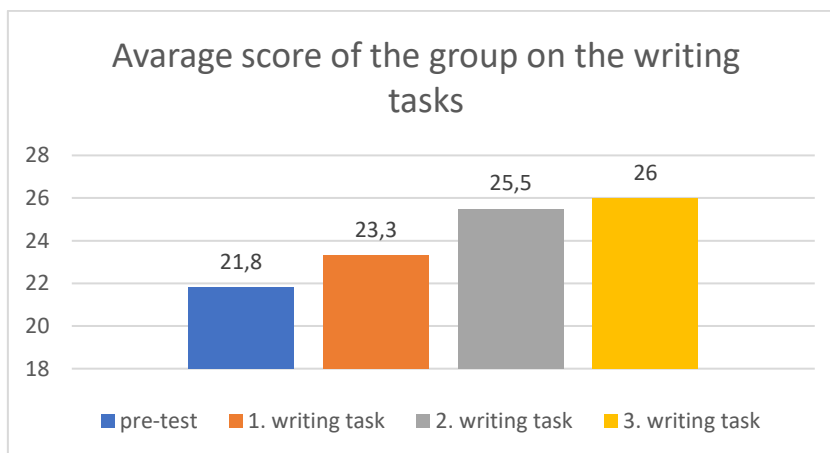
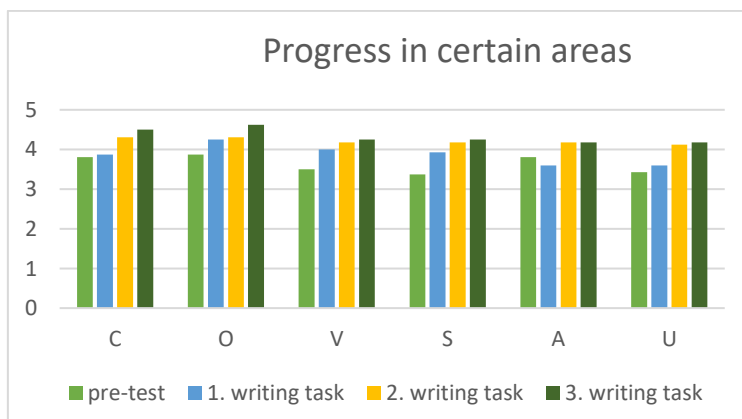


Chart 3.



Item 8: Results of the survey

Chart 1.

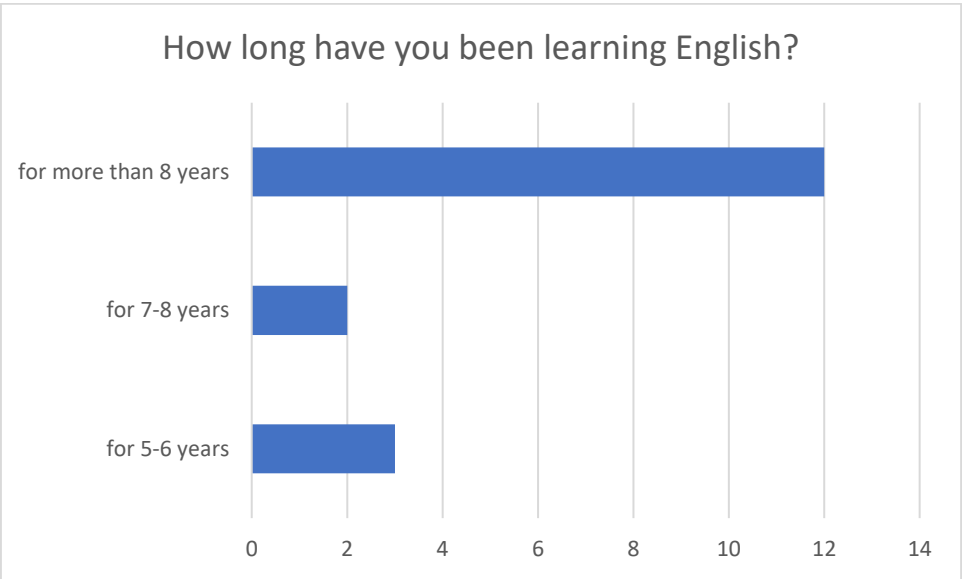


Chart 2.

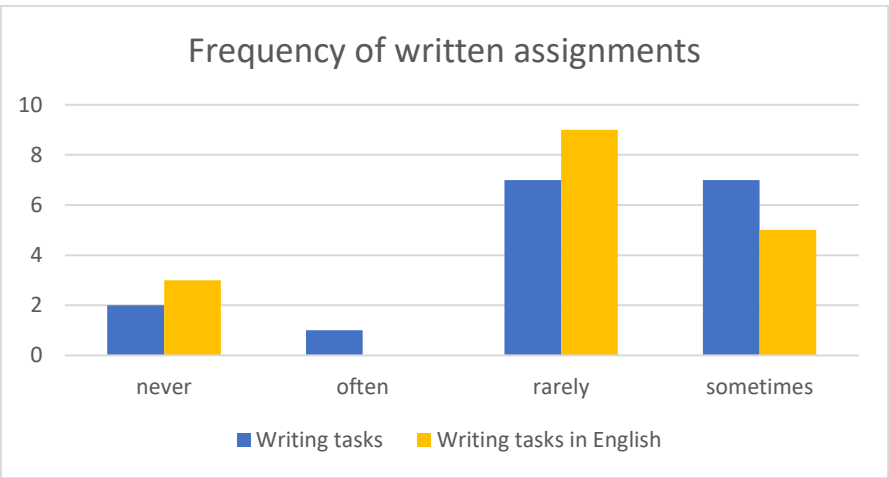


Chart 3.

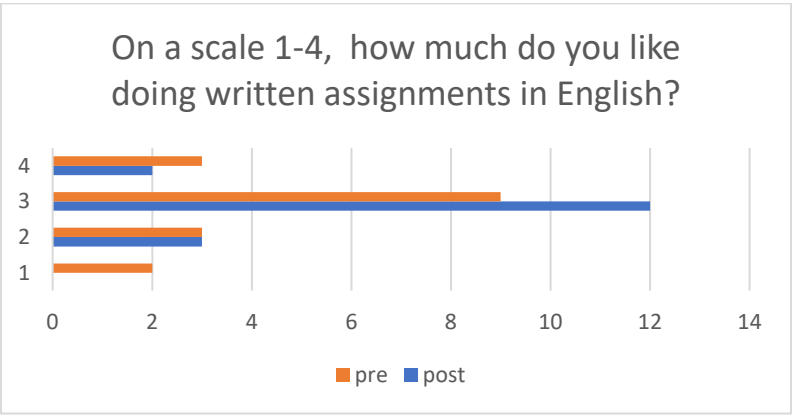


Chart 4.

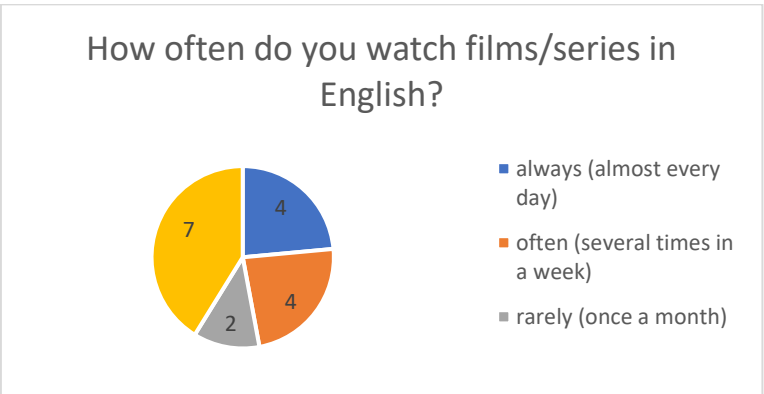
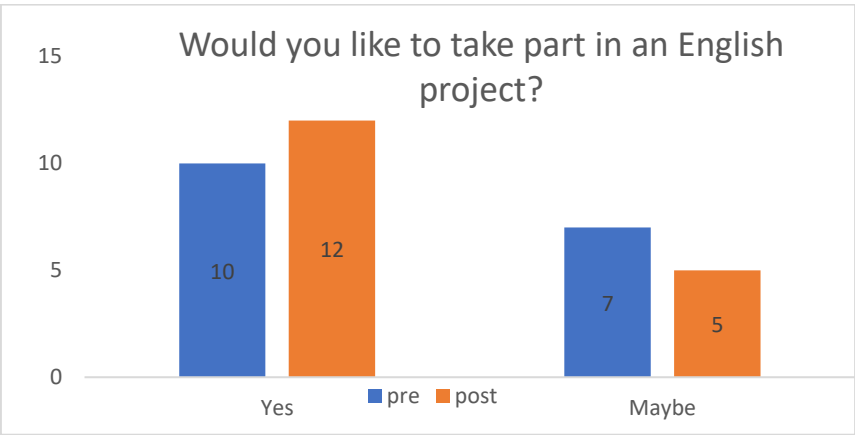


Chart 5.



NYILATKOZAT

Alulírott POKÁK ZSOFIA, büntetőjogi felelősségem tudatában kijelentem, hogy az általam benyújtott, Improving Creative Writing Skills with Netflix for English Language Learners című szakdolgozat (diplomamunka) önálló szellemi termékem. Amennyiben mások munkáját felhasználtam, azokra megfelelően hivatkozom, beleértve a nyomtatott és az internetes forrásokat is.

Tudomásul veszem, hogy a szakdolgozat elektronikus példánya a védés után az Eszterházy Károly Katolikus Egyetem könyvtárába kerül elhelyezésre, ahol a könyvtár olvasói hozzájuthatnak.

Kelt: Eszterházy Károly, 2023 év M hó M nap.

Pókák Zs.

aláírás