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**UŽITÍ FILMŮ ZALOŽENÝCH NA ROMÁNECH
K ROZVOJI POSLECHOVÝCH DOVEDNOSTÍ
A PODNÍCENÍ ZÁJMU STUDENTŮ K ROZSÁHLÉMU
ČTENÍ**

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Master thesis

**USING FILMS BASED ON NOVELS TO PRACTICE
LISTENING SKILLS AND STIMULATE STUDENTS'
INTEREST IN EXTENSIVE READING**

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Prohlašuji, že jsem práci vypracovala samostatně s použitím uvedené literatury a zdrojů informací.

V Plzni dne 2014

.....
Bc. Kristýna Běhounková

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ABSTRACT

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This diploma thesis concentrates on the topic of films adapted from novels which are used in English classes for higher or advanced students' motivation and for promotion of listening. In the introduction the reasons for the use of films and their influence are explained along with the description of receptive and reading qualities needed. The theoretical part of the thesis discusses comparisons in gender differences and gender styles and reading matter. The research was conducted with the help of secondary teachers and students and is described in the second part of the thesis. The research was conducted by the use of questionnaires, examining teachers and students' attitudes to the use of films during English lessons while comparing students' attitudes to reading and watching films based on novels and examining the differences in attitude, materials across the gender divide in Czech and English classes.

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INTRODUCTION

In recent years, with the impact of the development in digital media and the introduction of the use of film as a tool for reflective observation, the use of books in classrooms is in decline as student's motivation to 'read' set text is reduced. However, the introduction of films that are adapted from novels has demonstrated that there is a lack of awareness from students. Re, the connection between books and films.

In recent years, there has been a development and interest in the use of digital media to support and engage young people in media and literacy. Yet, why is it that in the classrooms where research was carried out, there seems to be a lack of understanding this basic requirement for any curriculum? One of the possible reasons could be a technology shortage of equipment and technical support within an educational environment but possibly the answer lies in the lack of knowledge from the teacher/instructor in how to implement ideas and opportunities that would lead to a better understanding of the text as a whole and increase successful outcomes. In my research I found that a number of teachers only 'played' films to their students without offering guidance in how to observe. Due to the development of digital literacy there are numerous possibilities for the student and the teacher to discover and explore comparisons between each media as well as identifying differences. The teaching materials offer choice for the professional teacher to identify and plan a series of very supportive and focused lessons that lead to the students' motivation and enjoyment of their studies.

The aim of this thesis is to provide a possible comprehensive programme of how to work with film, how to choose the most appropriate materials for specific outcomes with students and to highlight, for the teachers the benefits of such studies. There will also be a study of the gender differences in reading preferences and information about the frequency of using films in the Czech and English classrooms.

The thesis is divided into two parts. The first part is based upon theoretical ideas and a conclusion within this area of study. Theoretical information about using films in English lessons and information about observation and receptive skills, listening and reading skills are mentioned throughout and there are sections about gender differences in reading preferences that deal with the problem of motivation among boys and girls. The second part of this work is divided into two questionnaires, a teachers' questionnaire that has been

specifically designed for Czech and English secondary teachers and the second questionnaire is designed for secondary students from the Czech Republic. The purpose of both questionnaires is to be able to understand how often teachers use films in their classes, what are their criteria for the using, as well as the motivation of the students to read books and watch films based on these books while observing gender responses.

The thesis has been written to provide inspiration for teachers in choosing films suitable for English lessons as well as inspiration for film integration to the English lessons and also the help and support that is available to motivate students during these lessons. Certainly, the outcome of a reference library will be beneficial.

THEORETICAL BACKGROUND

In this chapter the use of films in English classes and differences between the book and the film will be discussed. There are also ideas about using films and books for English teaching. Criteria for choosing a suitable film or film extract are also mentioned. The chapter continues with descriptions of receptive skills, listening and reading and their detailed investigation. At the end of the chapter an analysis of gender differences in reading preferences is also provided.

Using films in English lessons

Films are not a very common medium in teaching English nowadays. It is used occasionally but sometimes it may happen that teachers do not know how to use films and how to work with film materials. Using films in English lessons is not only about playing films, watching it and trying to understand it. There are a lot of possibilities of how films that are based on books in English classes can be utilised.

There are many reasons for using films in English lessons according to Walker (1999). One of them is improving of language skills, including writing, speaking and listening. Students can improve their reading skills and become faster and more fluent readers. It is also possible to improve students' knowledge of grammar and vocabulary but also their general knowledge. This medium can also improve confidence in listening and reading as well as the attitude of students to reading and listening. (p. 2) Donaghy (2013) believes that film is a very useful point for engaging students in communicative activities, discussions, group work and also role play. It can encourage students also to writing, they can change the end of the film or even try to write a screenplay. Walker (1999) maintains that film could be very useful in student' motivation, because it is a combination of sound and vision, students can listen to spoken language and if they do not understand, they can see the setting of the story and also the characters. They can perceive the situation, either as informal or formal. Students can observe also the gestures and hear the intonation which is very helpful for better understanding. Even comparing the culture in the film to their own culture that in itself could be a suitable topic for discussion. Watching videos or films in English classes is completely different than watching TV

programme's or film's at home or going to the cinema. People watch films at home or in the cinema mainly for pleasure and relaxation. In English classes, it is more attentive, enforced watching, students should watch videos and films actively. (p. 3) Sciacca (2013) claims that people often watch TV at home but they do a lot of other things at the same time, as cooking, reading emails or playing computer games, and then the TV becomes only a background and finally they even do not know the main storyline. According to Oliva (2014) an active viewer examines, falls in with, makes comparisons and discuss the viewing experience. It is useful to have questions you would like to answer with help of the film. The active viewer should also consider techniques used in the film, such as genre, music, dialogue, plot development etc.

Book versus film

Walker (1999) has noted that books and films have got a lot of differences and also similarities that can be utilized in the classroom. There are different sources of language data. Students hear spoken language in films and they can read written language from books. The film could help students to build a mental representation of the world of the book and seeing characters in the film helps students to distinguish them in the book. However, on occasion it could be misleading and influence students too much and detract from message of the book. Using films and film versions of books should help to encourage students to read for pleasure and explore language. It can be a useful tool to maintain the interest of students and help them with their understanding of themes and situations (p.4)

It is possible to use a book and also a film in the classroom at the same time. There are three phases of reading, according to Crilly (2002), before reading, reading itself and after reading. Teachers should build students' motivation, specify reading purposes, summarize what is already known about the topic and try to interpret the work with students before reading. Students approach to reading is different due to experiences and environmental background that they bring to a text. During reading, practising and developing of reading skills is performed according to Walker (1999). Crilly (2002) says that students should have the opportunity to confirm predications, organise information and begin with generalisations about text understanding. After reading the book, the process of

understanding of what students have read should start. Students should develop their understanding, make discussions about the topic and reformulate the ideas. Video films can be watched after all readings as well as before readings, it depends on the character of activity.

According to Walker (1999), it is possible to use videos or films to preview the story before reading the book or section of the book. These are activities to help students with preparation for comprehension of the written text. These activities activate background knowledge of students. The teacher can for example arrange a discussion about the type of the story and expose students' expectations. Students can also speak about film stars from the film or discuss the characters of the film, their personalities and their behaviour. The teacher can play a clip or a whole film and then ask students to suggest the title of chapters. One of the possibilities is to play the middle part of the film and then discuss what will happen at the end and what the opening scene could be and then show them if they were right. (p. 5)

It is also effective to use films and videos for vocabulary teaching and vocabulary development. Walker (1999) pointed out that it is useful to use films to enable students to receive clear pictures of the setting in their minds before reading and also learning key vocabulary. The teacher can choose some part of the film that shows a place or an object and then stop the film. She / he can make a list of vocabulary with students that they need for description of pictures. Students can have questions and ask the teacher about the unknown words. And then it is easier for students to describe pictures. (p. 7) However, also the teacher should have a role. Southern (2014) supposes that the teacher should make notes during the film. She / he should notice vocabulary, tenses and other grammar. It is important to record language elements, idioms etc. She / he should explain it to students in order to better their understanding. The teacher should also consider possible topics for future discussion. One different activity for practising vocabulary according to Walker (1999) is to ask one student to come to the front of a class to look at the screen. Then turn the screen away from the classmates and stop the film. The class asks the student about what he saw to establish the picture in the screen. A useful idea is also to make a list of physical features and vocabulary describing characters and then show a short part from the film. After that students can describe the characters from the film or clip. (p. 8)

There are also activities connected with the film that could be done after reading short section of the book. Students should not see the relevant part of the film first. These activities help students to be able to understand the story and distinguish between the book and the film version. At first, it is necessary to choose a section from the book that is possible to match with a film clip. It is better to choose some sentences with factual information and then ask students to compare it and say whether the sentences are same or different. Another idea according to Walker (1999) could be to make a list of episodes from one section of the book and ask students to watch the corresponding part of the film and list the episodes according to the order in which they occur. It is also possible to ask students to write the same story they have seen and read from a different character's point of view. (p. 9)

Different activities described by Walker (1999) can be utilized in classes after reading longer parts of a book or even the whole book when students already know the story. These activities are very good for extending students' experience of the book by encouraging of critical approach to the story and individual responses. It leads to comprehension of the text. (p. 11) One of the possibilities is to analyse characters. The teacher plays a short part of the film and then asks students to discuss the most important thing that each of the characters did in the story, or what is a typical feature for each character. Which characters are good and which are not good, what are the weaknesses and strengths of the characters, what would be students' reaction to the situation if they were the character? Southern (2014) suggests the idea of writing a short paragraph about students' favourite character. They should use the vocabulary and phrases that they know from the book or the film. She prefers also role-play games in classrooms. It is very motivating activity according to Southern (2014). They can utilize the background knowledge of characters. The next activity by Walker (1999) is story retelling. The teacher uses parts from the beginning, from the middle and from the end of the film and then asks students to retell the story. Or it is possible to play a short sequence from the film without sound and then ask students if they can remember any dialogues from the book. After watching the end of the film, it is effective to discuss the ending in the book in difference to the end in the film with students. The teacher could ask students if it is the same end or if there are any differences and which one is better according to them. (p. 11)

After reading the whole book and watching the whole film, according to Walker (1999), students can choose their favourite part of the film and then discuss it, they can compare any differences between the film and the book. Students can also compare the film and the book in general and discuss what is missing, what is different, what is the same and which version of the story they prefer. (p. 11) It is also practical to initialize projects about the story. There are many ideas for the promotion mentioned by Walker (1999). Students can work in groups. The teacher plays a short scene from the film without sound. Each group suggests their own dialogue to the film. They can write it down and later add their own soundtrack to the clip and show it to the rest of the class. Students can also make posters based on the part of the story they liked best. One more possibility could be a changing to the end. Students can write down the changed ending or even perform it or prepare a screenplay (p. 12)

According to Marshall (2002), films can be used in varieties of classes, levels and topics. The teachers can use whole films or only particular scenes. Themes of films could be so powerful that it is not always necessary to show whole films or full scenes. Nowadays a third of all films are adopted from novels. Sometimes there are visible differences between book and film adaptations. For example, there can be a six page long description about how somebody feels during walking home, enjoying the evening in summer and in the film it can be a very brief scene. However, films stimulate our senses directly. There are colours, sounds and images. The possible reasons for film adaptations that differ from the book could be that authors want the film to be attractive for the contemporary audience or they simply do not want to translate the book into a film. (PBS, 2012) However, according to research performed by LoveReading.com.uk (2013) books are still more popular than their film adaptations. They performed the research with books and films from the last 22 years. Books like *Twilight*, *Alice in Wonderland* or *The Green Mile* were much better than their film adaptations, according to research respondents. However, films like *The Social Network*, *Forrest Gump* or *The English Patient* were better than the books according to respondents. Works like *The Pianist* or *The Last King of Scotland* were really balanced. Though respondents preferred the book to the film version.

Choosing a film

Before choosing a film, you have to consider also technical points. According to Walker (1999), the teacher should be familiar with the equipment. She / he should play part of the film to check sounds and picture, control the volume and the sound at the back of the room and check if everyone will be able to see the screen and hear the dialogue. It is also important to find the right part of the film, where you want to begin. The teacher should watch the film with students and also have appropriate place in the audience. She / he should check their technique before each film projection. (p. 4)

There are a lot of aspects which should be considered before watching the film. Very important is the content of the film. The teacher should be able to consider which parts of film are appropriate for students, based on his/her pedagogical experience, age of students etc. The teacher must still know who the audience is. It is important for topics like sex, violence, drugs to be discussed where appropriate while avoiding behaviour which is not acceptable in the culture/society in which the film is being shown. There could also appear vulgar or blasphemous language. It is something what is considered as normal or acceptable in some societies but only to a certain extent and not at all in others. Films about politics could be dangerous for heterogeneous groups of students. Also films with poor English language are not recommended for teaching English. (p. 182) Southern (2014) believes that every class has got different needs and the teacher should know the group so as to choose a relevant film /topic. It is better to choose films with simple language and quality pictures for younger students. However, if the students study business English, films with this topic and vocabulary are better for them. Some films require a lot of background knowledge according to Gwin (2014) and it is then difficult for students who do not have the knowledge to appreciate it. Films which are chosen for educational purposes should have the potential to stimulate and conducive to observational ability. It is valid that not all films are suitable for all groups in all settings, not for everyone everywhere. The question is, if students have seen the film before. According to Maňák and Švec (2004), it is easier for students to speak about the films they have already seen, however, it could happen that they will not pay attention during the known film because it is not so interesting for them the second time. It is also important to have clear goals during the screening of films. The teacher should inform students about the set goals and

make them clear from the outset. Students must be informed that watching the film is not a break from learning. The length of the film is a very important consideration. It is not suitable to use long films for classroom watching. If there are students at a novice level, it is better to choose parts of films with not so much dialogue. (p. 183) There is certain information students should know before watching the film according to Gwin (2014). Not all the information is necessary for all films. If it has an historical background, students should know the events of that time and should be aware of its historical context. The film could be beyond their comprehension without the historical background. Some films need cultural knowledge for better understanding. Students should be aware of the culture which is typical for the setting of the film. Also the fashion, styles and colours could be helpful for understanding a film. Costumes are very important mainly for historical films and they can give a clue about the social status of characters. Students should be aware of geographical location of places from the film, if they are not made-up. Viewers of the film should also have an expectation from the genre. They could be informed about main characters and setting of the film. All these pieces of knowledge help students to understand the film better. And finally, the teacher should make a list of unknown vocabulary that is essential to understand the film. Another possibility is to let students guess the meaning of words or let them find it in the dictionary if possible. However, slang words are not always available there.

Receptive skills

Receptive skills contain listening and reading. This means students do not need to use language. They are sometimes called passive skills. Receptive skills are in contrast with productive skills, writing and speaking, also called active skills. The information about listening and reading are provided in the next paragraphs.

Listening. Listening is an interactive process. The major operation is reception of sound waves but human beings perform also at least seven other operations. Listening is a natural way of learning language but it is not the same as hearing, hearing is connected with sounds. Listening requires also paying attention, the listener must understand the message. There are a lot of listening methods which could be performed in the classroom.

According to Brown (2007), the first type is reactive listening. It means the teacher wants students to listen. It focuses on pronunciation. Another type is intensive listening. It focuses on components, for example words, intonation, phonemes etc. This is considered to be intensive listening. The next type is responsive listening. During it, students are expected to respond in an appropriate manner. For example asking questions or seeking clarification. The next one is selective listening. The purpose is to find important information. The task is usually to find dates, people's names, location etc. One of the types is also extensive listening. This means global understanding of verbal communication. It is an effective way of improving listening fluency. It is not listening for details and specific information. And finally, interactive listening which includes all above mentioned types of listening. This is in conjunction with speaking. (p. 309-310)

Listening is a very important part of teaching English. During listening exercises, we should consider also points like size and arrangement of the classroom and also the number of students. A lot of students do not know how to listen. One of the teachers' job is to inform them about listening techniques. There are more listening strategies according to Ambuyat (2013). One of them is a top-down listening strategy. It means students should have the background knowledge for the understanding of the listening message. Background knowledge means knowledge of the topic and context. Students can use pictures and key words for a better understanding. Another type of strategy is a bottom-up strategy. It is text based strategy. Students use this strategy when they need to concentrate deeper on details. However, the teacher should always activate students' previous knowledge. If the task for completion is based on listening, gap filling activity etc, the teacher should allow students to read it through before listening. She / he should also confirm students' attention before listening. The teacher could also use pictures, graphs and maps to stimulate the imagination of students.

However, students often have problems with listening according to Ur (1991). Even if they know all the grammar and lexis of the language, it is possible they will not be able to understand when being spoken to. Possible reasons could be that they cannot hear where words start and stop or it is possible that people in the recording are too fast or that students are not able to get a general sense of the message as they fail to recognise parts that are integral for them. There are a lot of words that can be misunderstood or confused by an inaccurate interpretation. The task for the teacher is to help students to become more

skilful at listening. A simple plan for listening procedure could be: setting questions first, playing the recording then checking if students have found the answers and if not, play the recording again. The teacher should make sure the task is within students' abilities and they are able to do it. Yes, it should be difficult but still achievable. (p. 11) Sometimes it could be difficult to know if students really understood and heard the sounds right, because they could guess the meaning from the context. Ur (1991) noticed that making a guess about what is going to be said next is a good prerequisite for good understanding. Knowledge of vocabulary is not the key for good understanding. It does not mean that the student is familiar with it. It is true that the student could recognize a lot of words she / he has learnt. (p. 16) However, it could be difficult for her/him to identify them when they occur in fluent speech. It also takes time after learning new words to be familiar with them and to start to use them and recognize them in speech. When learning new vocabulary, the students learn its spoken and written form, but they do not learn what it sounds like when it is spoken quickly. Many students are familiar with their teachers' accent and then they can be surprised and confused when they hear an accent of someone else. However, it is not a reason for claiming that the second speaker is wrong. Students who have heard many accents have better prerequisite for understanding English in all situations than the students who have only heard one or two accents. (p. 20)

It is easier to train listening through films. Students have got also visual help and usually they understand the situation and context even though they do not understand each single word. It is important to choose the right task. There are two possibilities, to get a general overview of a story or to catch specific details. It is possible to do both, but it is always better to divide it. The teacher should remember that when she / he asks students to listen and write, it could be difficult for students because it means doing two activities, using two skills. It is important to give students enough time. The teacher should play the recording an adequate number of times and let students discuss their answers and thoughts. Everyone should take part in the discussion and the correction of answers. It is not good to let one strong student answer all the questions and complete all the tasks. When students do not agree with the teacher and the answer, the teacher should play the recording again, until they agree. It is still useful to discuss the general topic, because students are prepared for it and they will start to think about it. Students should be able to skim or ignore unimportant items. The ability to understand the main message is the important one for

effective listening. This ability is not automatically carried over from the students' native language. (p. 12) However, training listening through films could have some disadvantages. One of them could be redundancy of spoken language. Brown (2007) noticed that verbal redundancy is not an unusual phenomenon. On one hand, it could be good for students, because there is more time for them to think about the information. On the other hand, students could be confused by this phenomenon. Verbal communication has got many reduced forms. Reduction can be morphological (You' re, it's), syntactic ('When will you cook the chicken? '), pragmatic ('Daddy! Phone! ') or phonological ('D ylikit ' for 'Do you like it? gimmie for.. give it to me'). Recognition of these reductions could be very difficult for students. Students could also have difficulties with idioms and slang and that can occur in spoken language. (p. 304-305)

Teachers often have problems with assessment of students during listening activities. According to Brown (2007), every classroom lesson should involve some assessment. It does not matter if it was unplanned, informal feedback or a prepared formal test. The words 'test' and 'assessment' are not synonymous as somebody could think. Assessment is a pedagogical process which includes evaluative acts from the teacher. It is often an informal assessment, because it is usually spontaneous and unplanned. The opposite of that is formal assessment that is deliberate. Examinations are a planned set of exercises and tasks with specific scoring. (p. 317)

Reading. Reading comprehension means extracting information from a text as efficiently as possible. Also when we speak about reading, it is important to distinguish the difference between the reading for details and reading for general information according to Brown (2007). Reading for details is called intensive reading. The goal of the reading is to read very carefully and understand as much details as possible. It is reading with the goal to extract specific information. It is reading for details. In normal life, it is more usual to read fluent, faster and understand the text in general. It is reading for pleasure. The goal is global understanding. This is called extensive reading. According to Krashen (1993), extensive reading is a key for students to gain reading ability, linguistic competence, spelling and writing, vocabulary. Krashen (1993) says that an extensive reading component in conjunction with other focused reading instruction is highly warranted. By Brown (2007), during extensive reading in the classroom, the teacher should not start at the

beginning. It is better to start in the middle and discuss with students what could happen before, who are the people etc. There are two reasons for reading, reading for information and reading for pleasure. (p. 360) There are a lot of types of classroom reading according to Brown (2007). One type of reading is called scanning. It means moving eyes through the text to locate specific information. It is not reading of a whole text. It helps students to find some dates, names, definition etc. Different type of reading is skimming. Students should gain the answer quickly, without reading every word. Typical skimming task could be: 'Is this passage about Jessica's memories of a summer holiday?'. It is very good for students because they do not have to know all the words from the written text. (p. 368) Next is silent and oral reading. According to Brown (2007), during students' oral reading, the teacher should check the pronunciation. It is also possible that one student is reading and others lose their attention so it is not certain that everybody will understand the text and know the content after the oral reading. Intensive and extensive reading is also distinguished and already mentioned above. Extensive reading is a prerequisite for a general understanding of a longer text. A large part of extensive reading is executed outside the classroom. Extensive reading is usually reading for pleasure. It can sometimes help students to break the habit of finding words they do not know. It is real reading for pleasure and not so deep interested in understanding. Intensive reading may be a totally content-related reading. Students focus on the semantic or linguistic details. According to Brown (2007), students are interested in discourse makers, grammatical forms etc. (p. 371-373)

There are also possible difficulties that students could have with reading. According to Brown (2007), reading is very slow process, it is quite time consuming to go through the text. It is also possible that students do not know enough vocabulary and sometimes it is slow process for them and they lose their motivation and pleasure. Students should know that it is not always essential to know each word. At the beginning of the process, readers have to recognize a diversity of linguistic signals (words, phrases, letters etc.) and use linguistic processing mechanisms to save some sort of order on the signals. There are two reading theories. One is called Bottom-up theory. It means that the reader selects signals that mean something from the perceived data. The reader has to decide what to memorize and what to move on. The second theory is so called Top-down theory. This theory is based on readers' own intelligence and experience. And with that they can understand the

text. According to Nuttall (1993), the combination of these two theories or reading that is called 'interactive' is almost always a primary ingredient in successful teaching methodology because both processes are very important. In practice, readers continually shift from one focus to another. A full understanding of a text means knowledge of content, which means knowledge about people, culture, the world and also knowledge of formal schema that consists of knowledge about language. There is also a strong connection between vocabulary, knowledge and reading ability.

There are a lot of genres of written language according to Brown (2007). There are hundreds of types of written texts, larger variety than in spoken language. Each type or genre of text has got rules and then we are able to identify the genre. There are really visible differences between spoken and written language. Spoken language is fugitive in difference to written language that is standing. And therefore the reader has an opportunity to return to it again. The reader can also read a text that was written in some different place at some other time. Usually the reader cannot ask the author about the interpretation and she / he must interpret it themselves. (p.362-363) This decontextualization can be sometimes very different. We use intonation, pauses, volume, rhythm and nonverbal cues for better understanding of spoken language. It could be sometimes very difficult in written language to read between the lines. There is a visible part of redundancy in spoken language. And it is very difficult to demonstrate which language is more complex. Written language contains also more various and motley vocabulary. Using of vocabulary in spoken language, primarily in everyday life is limited. Written language is usually more formal than spoken language. During writing, it is usual to use logical order. Also the openings and closing that are used are not common in spoken language. (p. 363-365) The basic strategy is to identify the purpose of reading. The teacher must be sure that students know their purpose during reading something as Brown (2007) noticed. Students should make correspondences between spoken and written language. They need explanation about English orthographic rules. Silent reading is very useful and helpful for improving reading fluency. Very important reading strategies are also scanning and skimming. Teachers can make students' reading easier by implementation of semantic maps to the plan. This means grouping of ideas into meaningful clumps. It helps students to gain an order in the gained information. Sometimes it is good to guess. Students should use their logic and effective strategies. It is still better than no effort. It is important to give

students time for extensive reading and also for silent reading that allows students to develop their fluency. The teacher should focus on students' goals in learning to read English. It is useful to choose materials which are appropriate to the goals. It is also good for students' motivation to let them choose materials for reading. (p. 366-369) It is also useful to mention the importance of authentic language during reading. It is still better for students to read authentic texts. Grellet (1991) mentioned that there is also a difference between simple and simplified texts. Authentic simple texts are grammatically and lexically simple. During simplification of a text, it is important to maintain a natural humour, redundancy and other important features of the original text. It could also happen that simplified texts become difficult because of the absence of so much natural redundancy. In general, criteria for choosing reading texts for students are appropriateness of content- materials should be pleasing, interesting and exacting for students, readability- the text must challenge students without devastating them and integrability of tasks to other skills. It is important to assess students' development and comprehension of skills. (p. 7)

There are also questions about assessing reading. According to Brown (2007), it is important to be specific about what you are assessing. The assessment is different for each task. It depends on the instructions. During perceptive reading, the teacher should focus on words, letters and recognition of symbols. Selective reading focuses on grammar, lexicology and morphology. (p. 385-386) often however, it is not enough time for reading in the classroom. The teacher should motivate students to read in the target language outside the classroom. There are books published especially for students of English. A powerful incentive is the autonomy reading gives and also the cultural exchange rewards people for literacy.

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Gender differences in reading preferences

There are visible differences between males and females in reading preferences. According to Bucher and Manning (2010), girls understand science fiction literature more than boys and boys are interested in nonfiction literature, newspaper and magazines, mainly about hobbies and sport. The length of text is also very important for boys, they prefer shorter texts. They prefer also comics more than girls. Girls are interested in love stories. However, for a lot of boys, reading is a very boring activity, because boys are less keen on reading. Historical literature and western is a genre favoured neither by boys or girls. This is not an assumption, it is fact. By Bucher and Manning (2010), girls are more motivated to reading in general. Girls prefer female or neutral oriented books. They are keen on romantic, adventure books and books about animals. By contrast, boys prefer male oriented books, mainly about sport, fantasy, horrors and comedy themes. This is also influenced by norms, because boys do not want to read books about princesses or kitties which are considered really girlish for them. Boys spend less time with reading and when they read they do not want to discuss the book they are reading. Farris, Werderich, Nelson and Fuhler (2009) even believe that boys do not consider reading as a free time activity. It is often considered as a female activity. Also the case could be important for boys during decision making if they will read the book. Characters on the book case that look dangerous could be interesting for boys. Another criterion is the size of the book. Boys prefer smaller books with fewer pages. They are satisfied with pictures and photographs. The author is also important for them, they prefer famous authors, however they usually do not have favourite authors and books. Most boys are motivated to read a book which was read by a teacher aloud in the classroom. Boltz (2014) claims that boys consider reading to be compulsory activity similar with homework. They often consider themselves as bad readers. Popularity of reading among the children or students depends also on their reading fluency. Motivation is a very important element. The teachers should choose books which are attractive also for boys. It could be effective to choose different books for boys and for girls. Boys are keen on books about motorcycles, cars, animals, sport, military etc. However, a majority of girls are not satisfied with these topics. Also the illustrations could be a stimulant for students. Interest in the reading material is the most important motivator

for students. The question is, what is interesting for students and what is interesting for teachers. That could be different according to Boltz (2014).

In general, boys prefer sub-standard materials and therefore reading is nothing for them. Boys favour physical activities more than girls and therefore they do not like reading as much as girls. They are also better in science and math that is considered to be contrary to literature and reading. Boltz (2014) found in his researches, which was constructed for ten to thirteen years boys from multicultural class in North Carolina, that forty percent of all boys like reading for pleasure. However, the topic must be still attractive and interesting for them. The majority of them consider reading as a learning medium. More than half of students do not have a favourite book or author, they are interested in genre more than in the author. Thirty percent of respondents answered that men in their families do not read at all. The same part of students answered that the male part of the family read books and that they also did not have a favourite type of book. They were asked about the ideas that would make reading more attractive for them at school and it came down to being able to choose their own book. Some students just need more time when reading than others. Similar research was carried out also with girls. They were asked which books they would like to use in the classroom. The titles like Harry Potter or Ghost were the reply. Some of them wanted to read magazines or web sites. According to Bouchamma (2013), boys prefer literature which provides information and facts to them and girls prefer using imagination and fantasy during reading. Girls like developing of creativity. In general, boys favour nonfictional and girls prefer fictional literature. Boys look for action and adventure, girls prefer narrative stories. However, there are always exceptions to every rule i.e. boys that are keen on reading and girls with no interest in reading.

Summary

The theoretical chapter provided the detailed description of using film in English classes. It rendered also ideas for activities and criteria for choosing films and books appropriate for teaching English. The chapter deals also with the gender differences and students' reading preferences. The description of listening and reading skills and techniques is also provided there. The following chapter describes the research which is based on the students' and teachers' questionnaire and provides the most important results of the research.

METHODS

The first chapter of the practical part deals with the research related to using films in English classes and students' motivation during these lessons. There are two types of questionnaires which are parts of the research. One questionnaire is designated for English teachers from the Czech Republic and from England and the second one is designed for students between 15 and 19 years. The target audience of both questionnaires are different. The conditions of the research are also described in this chapter.

The purpose. The purpose of the teachers' questionnaire is to find out how often they use films in their lessons, how much are their students motivated to read a book and watch a film, if they use films in isolation or in connection with books. In general, how often teachers use films in English lessons and what are their goals. It contains six questions. The first question is about frequency of using films in English lessons. The second question is the difference between the isolated use of film and using in connection with a book. The third question is about students' motivation during watching films. The fourth question is about limitation of fantasy and imagination during the viewing of a film or part of it. The fifth question is about students' motivation to read. And finally, the sixth and last question is about criteria of planning lessons with film adaptation. The purpose of the students' questionnaire is to find out if they prefer reading books or watching films and if they are motivated to read a book after watching a film that is based on the book and the other way around. The content of students' questionnaire is a table with famous writers and their books. Films were later filmed based on these books. Students should decide if they have read the book or have seen the film and what order, film first or book first. It is possible to find out the reading preferences of girls and boys, males and females.

Conditions and participants. The teachers' questionnaire is answered by teachers in the Czech Republic but also in England. The answers will be compared and discussed where are films used more and what are the differences in their application. In the Czech Republic I addressed teachers from electrotechnical school in Pilsen (Střední odborné učiliště elektrotechnické Plzeň), that I met during my placement, teachers who are studying life-long education programme at the Department of English, Faculty of Education,

University of West Bohemia and teachers from the grammar school in Plasy (Gymnázium Plasy). The students' questionnaire was answered by students in more secondary schools, by girls and boys and the answers of boys and girls will be compared. 35 respondents were from elektrotechnical school in Pilsen (Střední odborné učiliště elektrotechnické Plzeň), these respondents were boys. 30 respondents were from secondary pedagogical school in Beroun (Střední pedagogická škola Beroun), 5 of them were boys and 25 of them were girls. 15 respondents were from secondary nursing school in Pilsen (Střední zdravotnická škola a Vyšší odborná škola zdravotnická Plzeň), these respondents were girls. The English teachers from England answered the questionnaire during my Erasmus program in England, in Plymouth. The teachers were from the Plymouth High School for girls and from the Plymstock Secondary School, comprehensive secondary school in Plymstock. The questionnaire was anonymous but people had to write there their sex. The questionnaires were distributed to the people through e-mail, Facebook and Google application or were given them directly. The questionnaire was chosen as a method of research, considered as an easiest way how to obtain information from people. The questions for teachers are open-ended, they do not have right answers. The goal was to obtain teachers' opinions. And questions for students have got qualitative character. Students had to choose from more possible opinions. The research was done during January and February 2014.

Summary

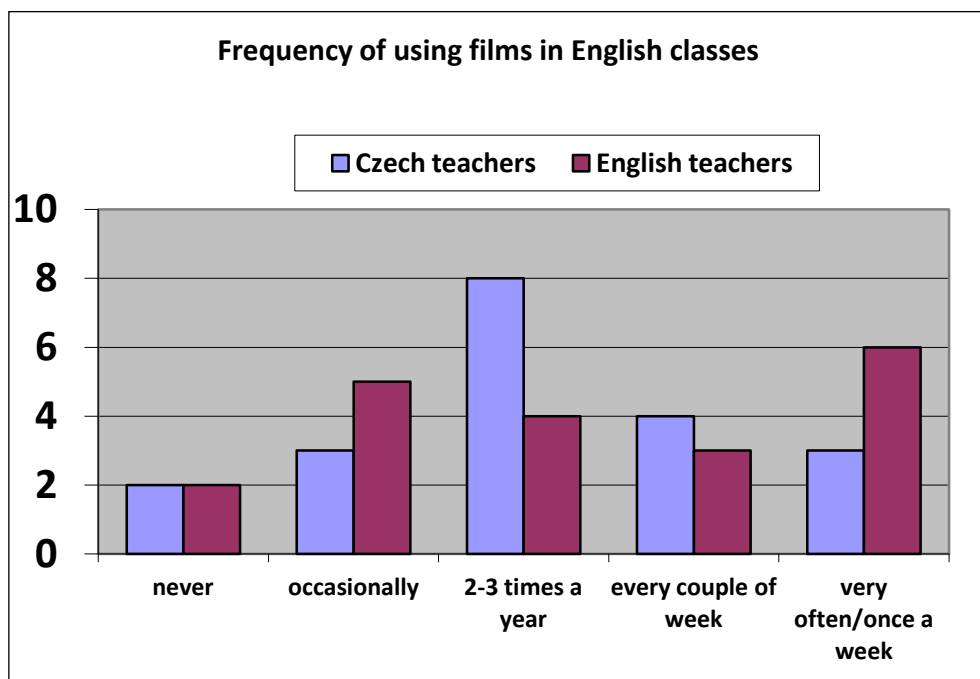
This chapter provides all essential information about the research process. The purpose and conditions of the research are described in this chapter. The participants of the research are also mentioned and covered here. The results of the research and analysis have been summarized into graphs in the concluding chapter and accompanied by a commentary.

RESULTS AND COMMENTARIES

This chapter deals with results of the questionnaires. Results from teachers' and students' questionnaires are clearly given here. The results have been analysed and displayed in graphs. Each question has its own graph with the results. The chapter provides also expectations and their outcomes.

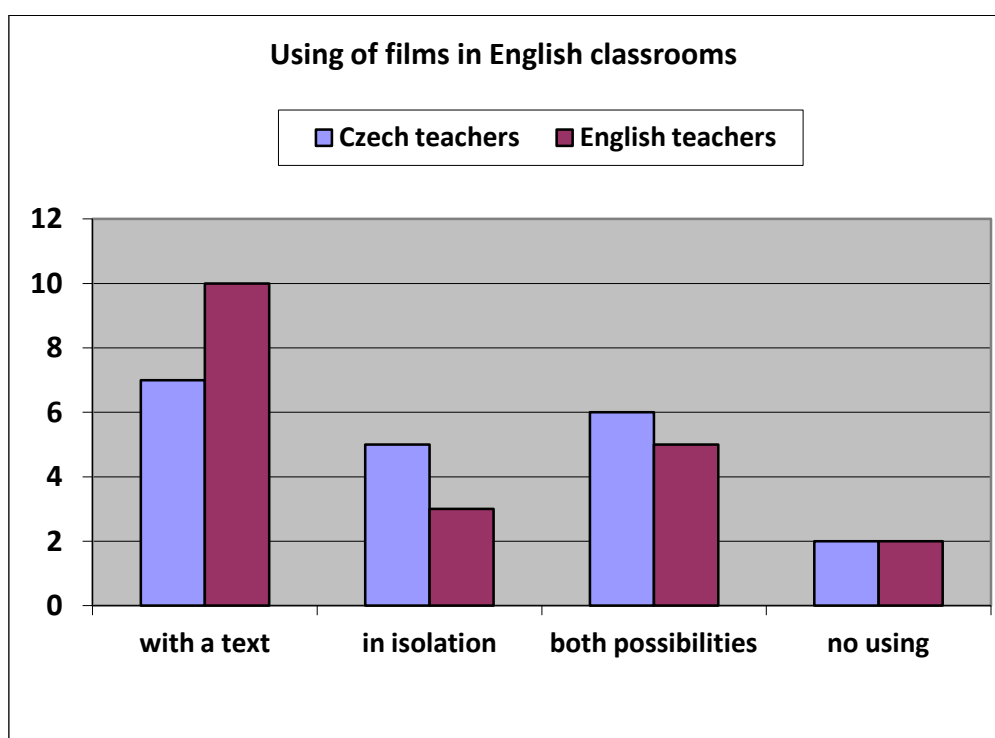
Teachers' questionnaire

The first part deals with the teachers' questionnaire. It consists of six questions which were answered by 20 Czech teachers (teachers from the Czech Republic who teach English) and 20 English teachers (teachers from England who teach English). The data has been analysed and discussed and the results from the questionnaires has been compiled into graphs. Results from the Czech teachers and then from the English teachers will be displayed and finally they will be compared. The first question deals with frequency of using films in English lessons.



Graph 1: Frequency of using films in English classes

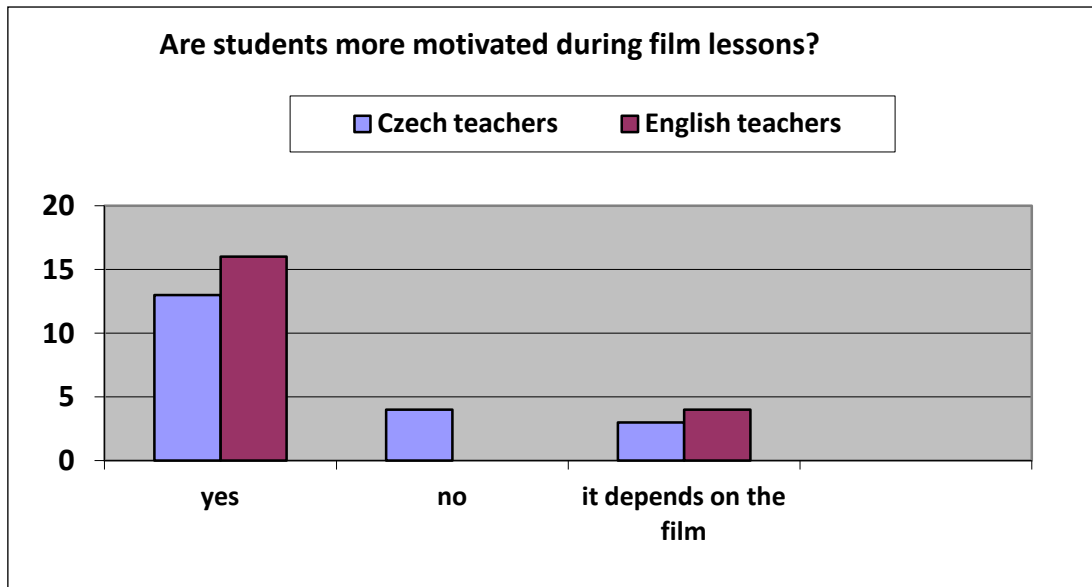
It is clear from the first graph, that English teachers use film more often than Czech teachers. Six of the English respondents use films often, almost every week. In the Czech English classes films are commonly used two or three times a year. Eight from twenty respondents confirmed this answer. There were also teachers, on both sides, who never use films for English teaching and who have no experience with it. Teachers usually use films to assist better structure of narrative writing, for listening training or they connect it with other activities. 3 of Czech teachers and 5 of English teachers use films only occasionally, it depends on activities they are actually doing in classes. The second question deals with technique of using films. The teachers were asked if they use films in connection with text or in isolation.



Graph 2: Using of films in English classrooms

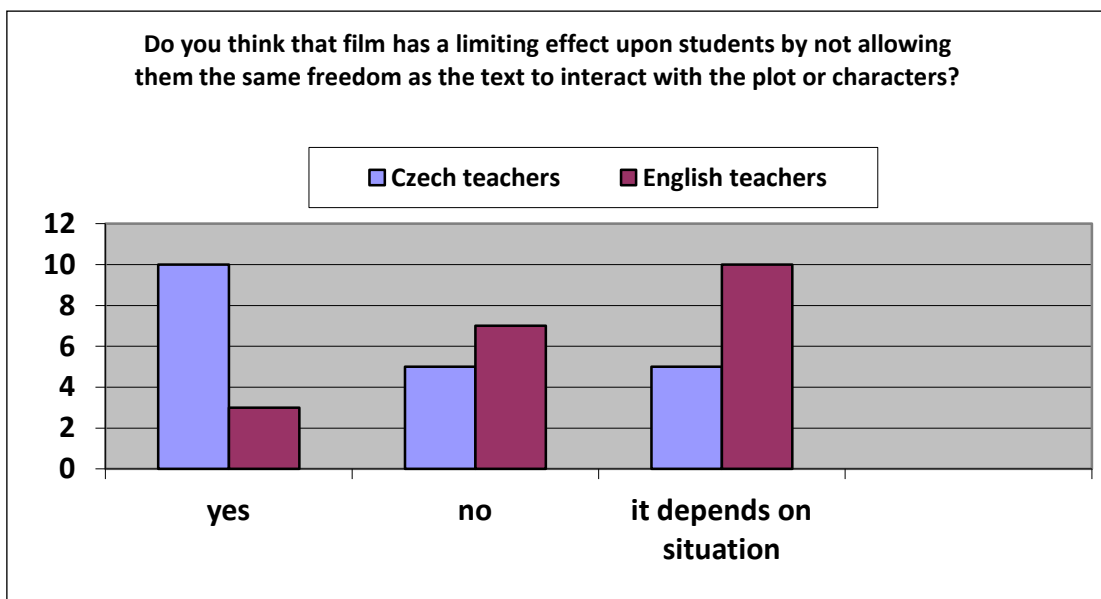
It is visible from the graph that teachers use films in connection with a text more often than in isolation. Half of the English teachers use films in connection with text, they make comparisons. Only three English teachers use films in isolation. Five of them use films in both situations, it depends on activities they are doing and skills they are nurturing. They use films for the explanation of grammar. There are not so visible differences between the answers of Czech teachers, seven of them use films in connection with a text

and five of them use them in isolation. Czech teachers use films mainly for demonstrating vocabulary, story writing and listening. The next question is about students' motivation. The respondents answered the question by confirming that students were more motivated during film lessons.



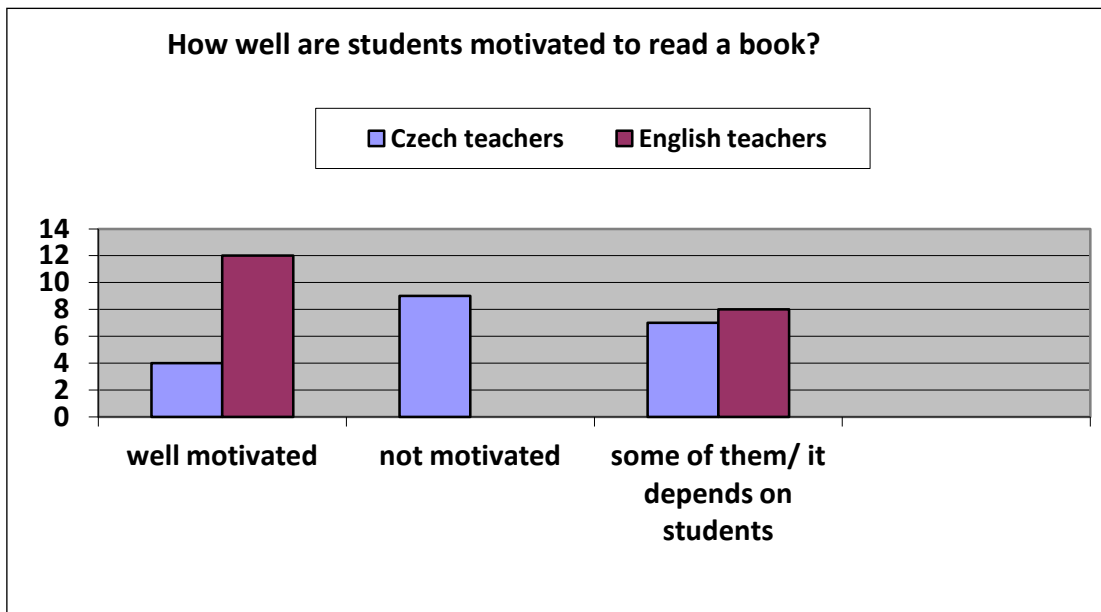
Graph 3: Motivation of students during film lessons

Students in the Czech Republic and also in England are more motivated during lessons that are connected with films. Sixteen English teachers are convinced that students are more motivated during the use of films in the classroom. Four of the English teachers think that the students' motivation depended on the type of film. They think that some types of films could be also boring for them. The Majority of English teachers claim that the use of films is very engaging for students and it supports learning. However, four of the Czech teachers are convinced that students are not more motivated. Sometimes it could depend on the types of school and character of students. Thirteen from twenty Czech teachers believe that students are more motivated during film lessons. They claim that students are keen on real language and native speakers. The next, fourth question deals with limiting effect of film upon children by not allowing them the same freedom as the text to interact with the plot or characters.



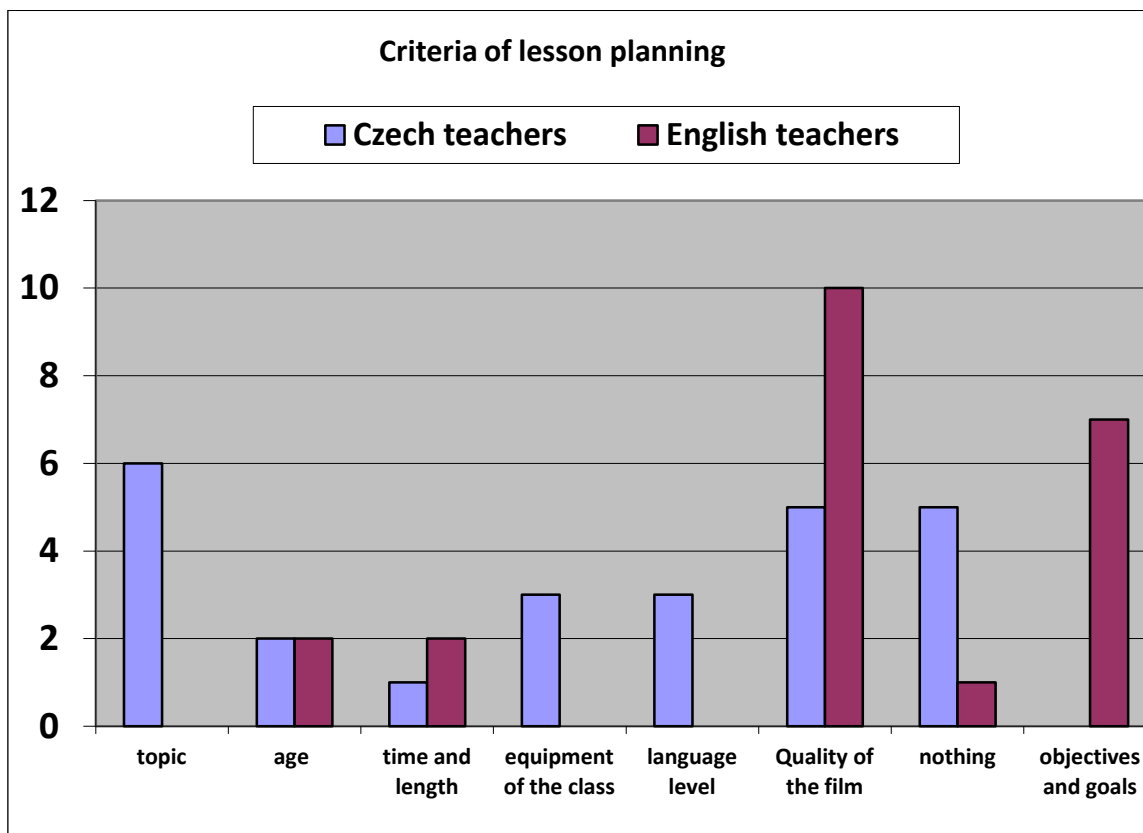
Graph 4: Limiting effect of film upon students

The answers of Czech and English teachers are quite controversial here. Half of the English teachers think that the limitation depends on the situation, on the film and the text. But only three of the English teachers agree with the statement that films could have a limiting effect upon students. However, ten of the Czech teachers agree with the statement. They believe that students could be influenced by the film and they are worried about the reduction in expression of their own statements and ideas. Five of the Czech teachers claim that the limitation depends on the situation. They believe that it has got a limiting effect on one hand but it has got also a lot of positives on the other hand. Five of the Czech teachers are against the statement. The fifth question explores the motivation of children to read a book. The question for teachers is: 'Are students motivated to read books?'



Graph 5: Students' motivation to read a book

Differences between opinions of English and Czech teachers are visible here. Students in English classes are more motivated to read a book than Czech students. That was visible also during the placement I had in England. The teachers mentioned also the difference between boys and girls in the answers. They admitted that girls are usually more motivated than boys. They mentioned that it is always important to maintain a positive attitude in students to reading. Twelve English teachers believe that students are well motivated to read and the rest of English respondents had mixed feelings about it. Czech teachers have a quite opposite attitude to this issue. Only four of them think that students are well motivated to read and nine of them claim complete opposite. The rest of the Czech teachers answered that the situation is different from student to student. They think students prefer famous books like *Harry Potter* or *Twilight saga*. In general, they are not motivated to read books. The last question is about the criteria the teachers use when they are planning to use the adapted film of the book.



Graph 6: Criteria of lesson planning

The last graph of teachers' research shows that the criteria that the teachers use when they plan to use the adapted film of the book are quite different. It is interesting that none of the Czech teachers presented the objectives and goals. However, English teachers were more unified. They mentioned only five types of criteria they use during the lesson planning that is based on the use of adapted film. The most important thing for the English teachers was quality of the film. Quality means if the film is understandable for students. Half of all English teachers chose that answer. Seven of all English teachers take account of objectives and goals they want to reach. Also the length of the film and age of students are useful guides for planning, according to the English teachers. Topic is the most important criterion for the Czech teachers, this answer was mentioned six times. Quality of the film is important also for Czech teachers, five of the respondents chose this possibility. Some of the Czech teachers mentioned more than one criterion. It is also interesting that five of the Czech teachers use no special criteria during their planning. In general, there is

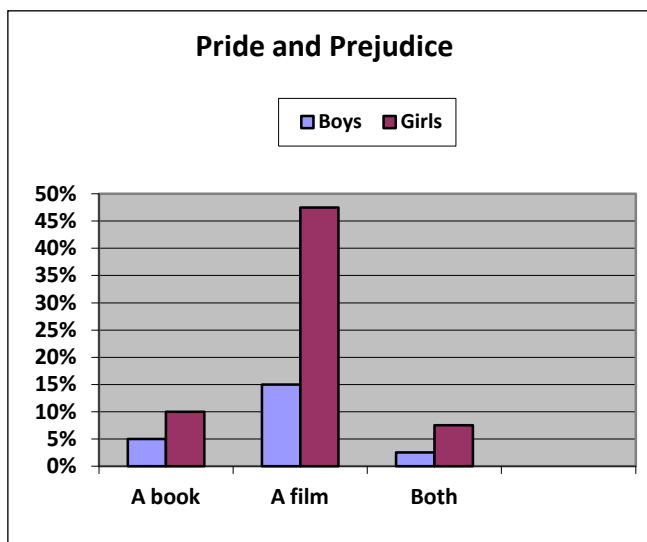
no universal criterion that is used by all teachers, everyone has their own methods and techniques.

To sum up the questionnaire, it is important to mention that there were differences between Czech and English teachers. I expected these results, because of my experiences from schooling in the Czech Republic and my placement in England. I have seen in England that teachers really use films more often than the teachers in the Czech Republic. One of the possible reasons could be better equipment of the classrooms. Teachers have got interactive whiteboards in all classrooms and they use them every lesson. And then it is no problem for them to use films. On the other hand, teachers in the Czech Republic often have a lack of equipment. It is usual to have only one interactive classroom at school. And then it could be complicated for them to use films and videos. Another interesting finding is that almost all English teachers believe that students are more motivated during the use of film in the classroom, it is something I have witnessed, it is more common in England and very attractive for students. Czech teachers also believe that their students are well motivated during film lessons, but not as much as English students. The results of the fourth question were very surprising for me. It is interesting that films have got a limiting effect upon children by not allowing them the same freedom as the text to interact with the plot or characters, according to the majority of the Czech teachers. The English teachers had quite opposite opinions. There is almost no limitation according to them. In general, there were differences in answers of the Czech and English respondents, but nothing of major significance.

This questionnaire could help with the decision to integrate film in to lessons generally. It is clear that students are more motivated when films are integrated in to lessons. The results provide also the list of criteria used during the film lesson planning. I think the questionnaire is reflective of the situation of the use of film in Czech and English schools. Maybe, the questions could be more specific. Sometimes the respondents wrote very long and extensive answers that contained a lot of additional information.

Students' questionnaire

The next questionnaire is the students' questionnaire. That questionnaire is based on students' motivation to read books and about their preferences between watching films and reading books. The goal of the questionnaire was to find out what are students interested in at first, in the book or in the film. The purpose was also to find out if students are motivated to read a book after seeing a film or the other way around. The questionnaire was answered by students from three different schools, by 40 boys and 40 girls who are between 16 and 19 years old. The answers of both groups will be analysed and organised into graphs. The answers of boys and girls will be compared at the end. The task for students was to tick which books from the list they have read and which films they have seen. They selected from the titles of novels and films of the same name that were directed based on the books. The films were produced during the last 20 years. When students have read the book and also seen the film, another task for them was to note what they did first, if they have read the book or seen the film first. The questionnaire contains 23 names of books and films of the same name. The first two graphs present results of titles *Pride and Prejudice* and *Sense and Sensibility*.

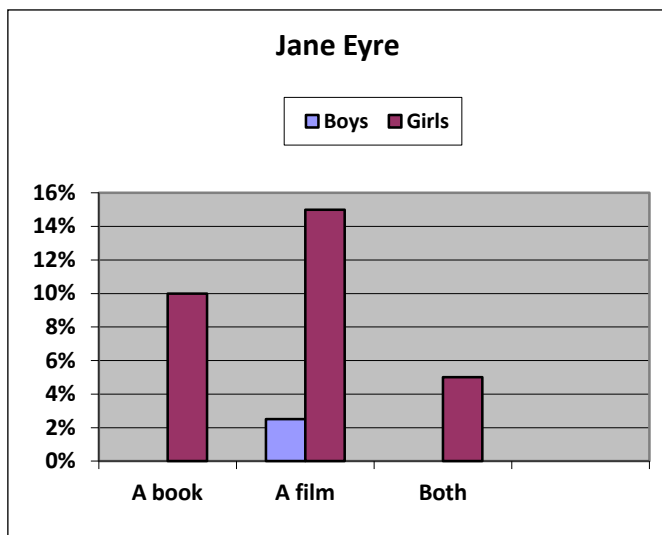


Graph 7: Pride and Prejudice

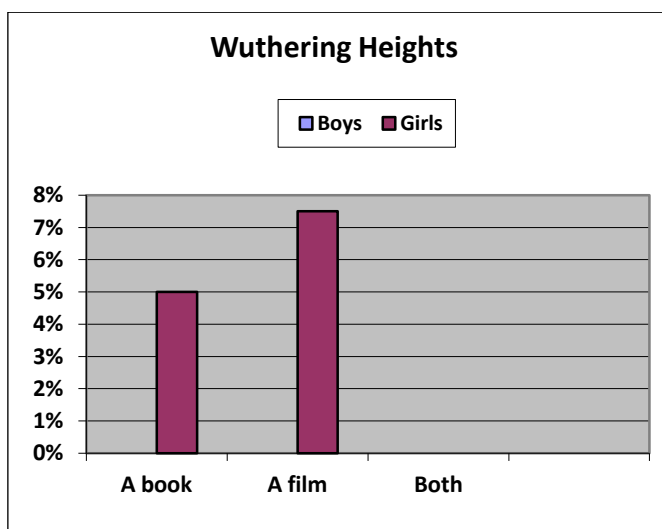


Graph 8: Sense and Sensibility

It is visible from the two graphs that these two novels from the author Jane Austen are more preferred by girls. 47,5 % of all girls have seen the film *Pride and Prejudice*, but it was seen only by 15 % of all boys. 5% of boys and 10 % of all girls have read the same named book. 7,5 % of all girls have read the book and also seen the film. There were also girls who have seen the film first and it motivated them to read the book. There are quite similar results of the book and film *Sense and Sensibility*. 2,5 % of boys have read the book and 2,5 % have seen the film *Sense and Sensibility*. The results for the book were not favourable for the girls also. However, 27,5 % of all girls have seen the film. From those who have done both, nobody started with the film, they have seen the film and then read book. These pieces of work as well as the next one from the author Charlotte Bronte are romantic and they engaged mainly girls' attention. The novel *Jane Eyre* was read by no boys and seen by 2,5 % of boys. The book was read by 10 % and the film was seen by 15 % of all girls. 5 % of girls have gone through both, but they always started with the book. The possible reason for the visible difference between boys and girls could be the genre of the work which is not so compatible with the age of students. The next piece of work could be rank among the previous works. It is also romantic story from the author Emily Bronte, sister of Charlotte Bronte.

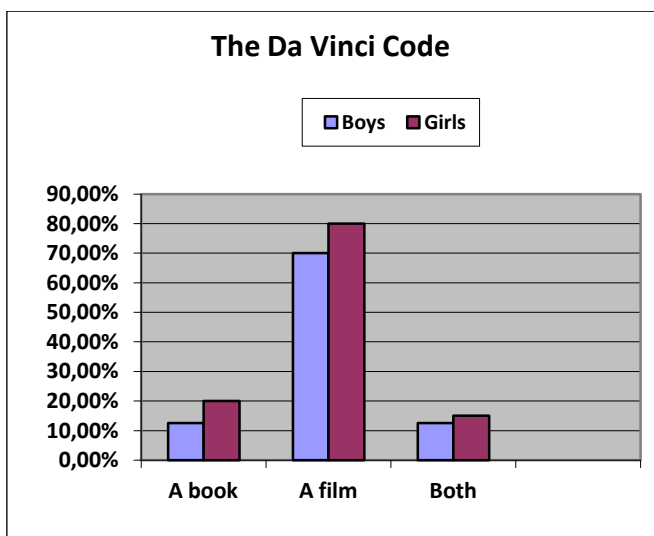


Graph 9: Jane Eyre

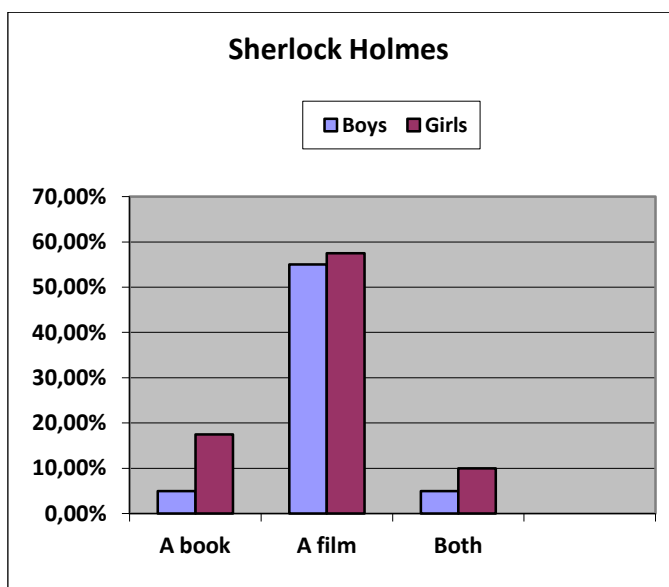


Graph 10: Wuthering Heights

None of the boys were experienced with the work *Wuthering Heights*. They have neither read nor seen it. It is not a popular work among girls. Only 5 % of girls have read the book and 7,5 % of girls have seen the film. Nobody from the respondents is able to compare the book with the film. These results are quite surprising, the titles are famous for me. Another title is the work from Dan Brown, *The Da Vinci Code* which is a story of suspense and could be more attractive also for boys.



Graph 11: The Da Vinci Code

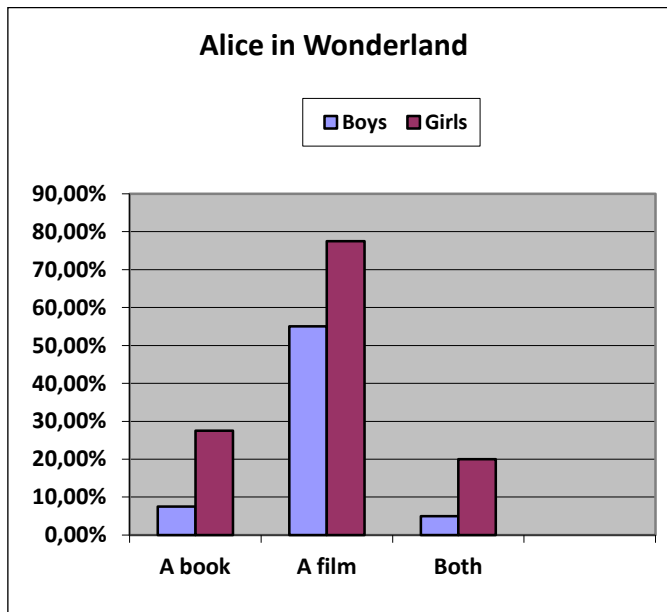


Graph 12: Sherlock Holmes

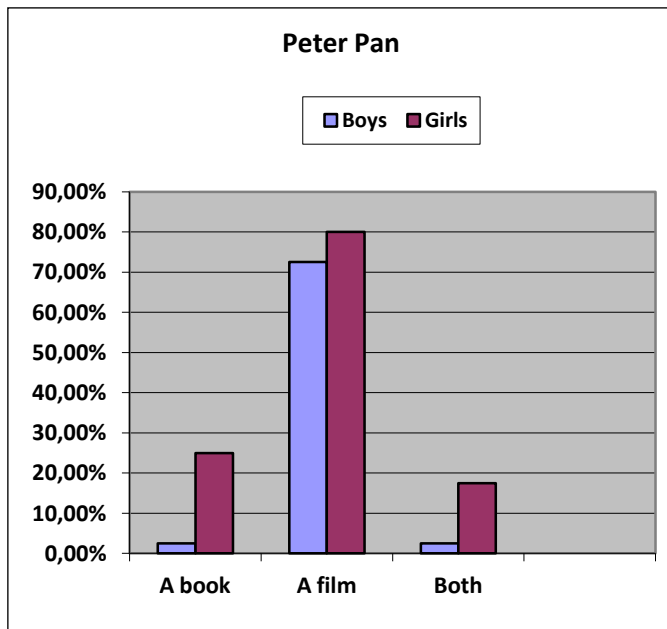
It is visible from the last graphs that works such as *Sherlock Holmes* or *The Da Vinci Code* are attractive for boys. However, they are interested mainly in film versions. Only 5 % of boys have read the book *Sherlock Holmes* and 12,5 % of all boys have read the book *The Da Vinci Code*. On the other hand, more than 50 % of all boys have seen the films. These titles are favoured also by girls. 20% of all girls have read the book *The Da Vinci Code* and 17,5 % of them have read the book *Sherlock Holmes*. The film is favoured also by girls. It is interesting and praiseworthy that those who have read the book and also

seen the film started in a lot of cases with the film and it motivated them to read a book.

The next titles are *Alice in Wonderland* and *Peter Pan*.

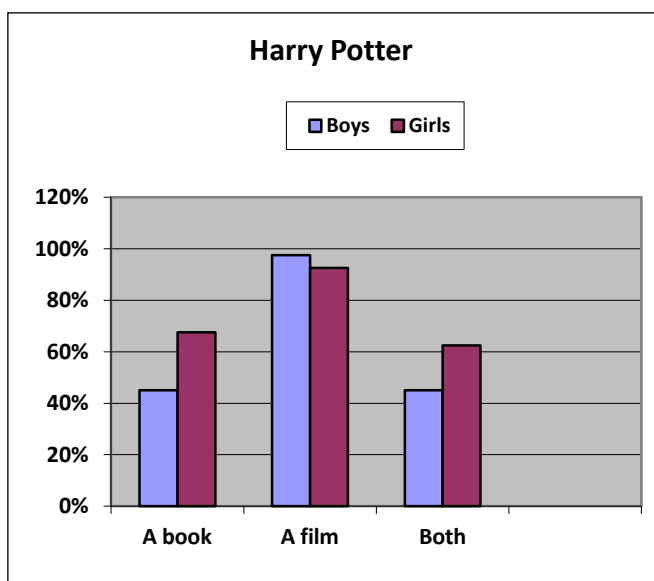


Graph 13: Alice in Wonderland



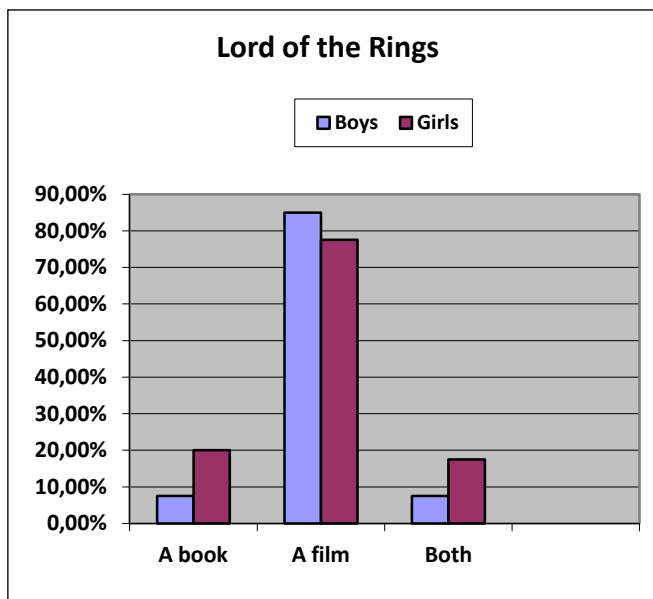
Graph 14: Peter Pan

These two works are considered to be literature for children. And they are really famous among the respondents, however, more for girls than boys. The films are also more favoured than books. Almost no boys have read the books, but 27,5 % of all girls have read the book *Alice in Wonderland* and 25 % of them have read the book *Peter Pan*. In many cases, girls were motivated to read books just after seeing the film. About 80 % of all girls and about 60 % of all boys have seen these films. The next titles are *Harry Potter*, *Lord of the rings* and *The Hobbit*. These are very well known and popular among the students.

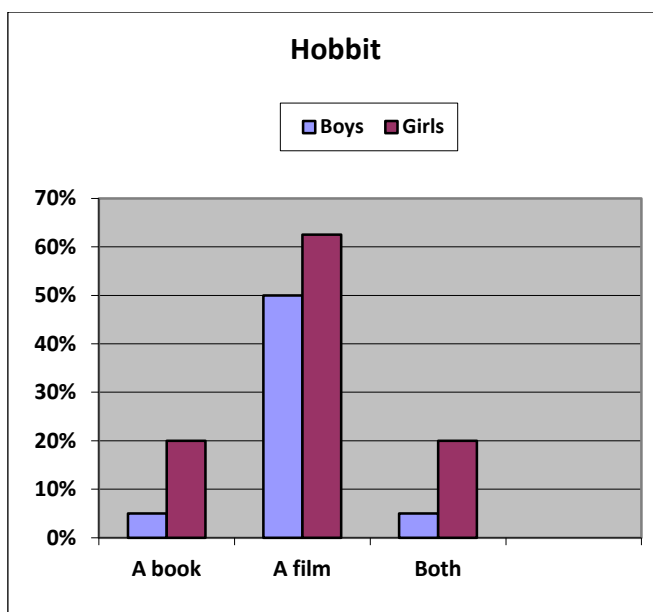


Graph 15: Harry Potter

It is noticeable from the graph that *Harry Potter* is the most favoured work among the secondary students. Almost 50 % of all boys have read one of the books from the series about *Harry Potter*, or even more. And much more, 67,5 % of all girls have read it. There are only exceptions between the respondents who have not seen any film about *Harry Potter*. 92,5 % of girls and 97,5 % of boys have seen the film. There was nobody who has read the book and has not seen the film. In most of cases, boys have seen the film and it motivated them to read the book. Some girls started with the book and others started with the film, it was quite balanced. In general, there are almost no students who have not heard of *Harry Potter*.



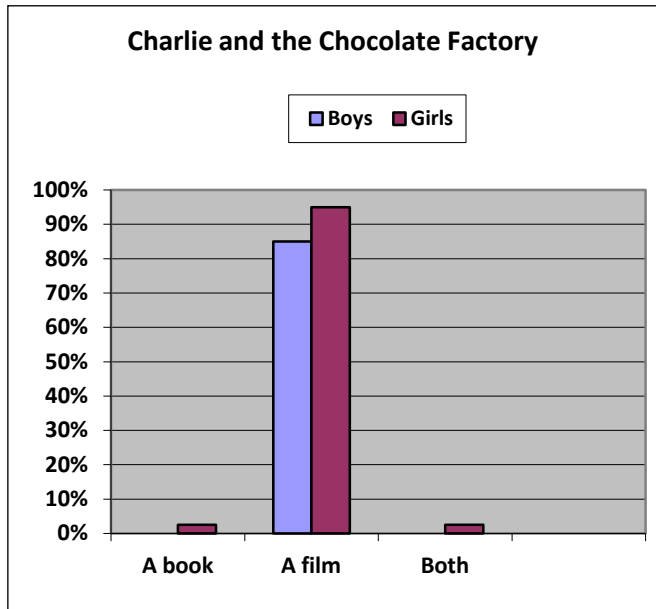
Graph 16: Lord of the Rings



Graph 17: Hobbit

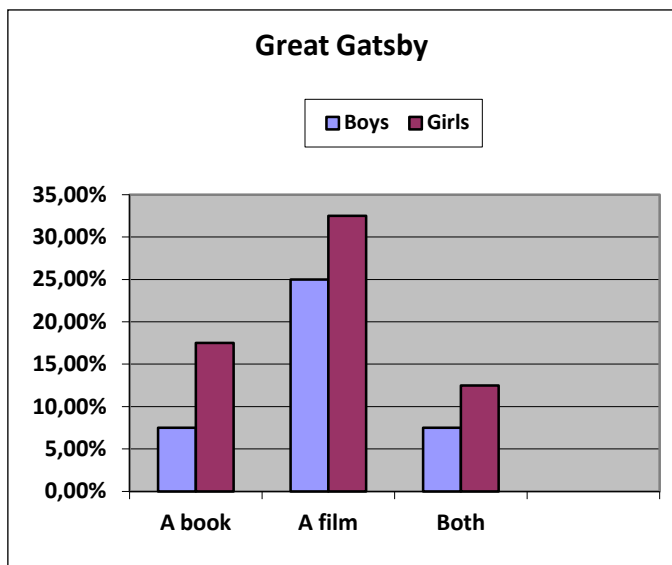
These two pieces of work from the authors J. R. R. Tolkien are quite known and popular among secondary students. Although, these two books are quite difficult to read, 20 % of all girls have read the books. However, only 5 % of boys have read the book *Hobbit* and only 7,5 % of boys have read the book *Lord of the Rings*. On the other hand, 85% of boys have seen the film *Lord of the Rings* and 50 % of them have seen the film *Hobbit*. It is popular also among girls, 77,5 % of them have seen the film *Lord of the*

Rings and 62,5 % of them have seen the film *Hobbit*. The respondents have started with books but also with films, the results were quite balanced. The name of the next story is *Charlie and the chocolate factory*.



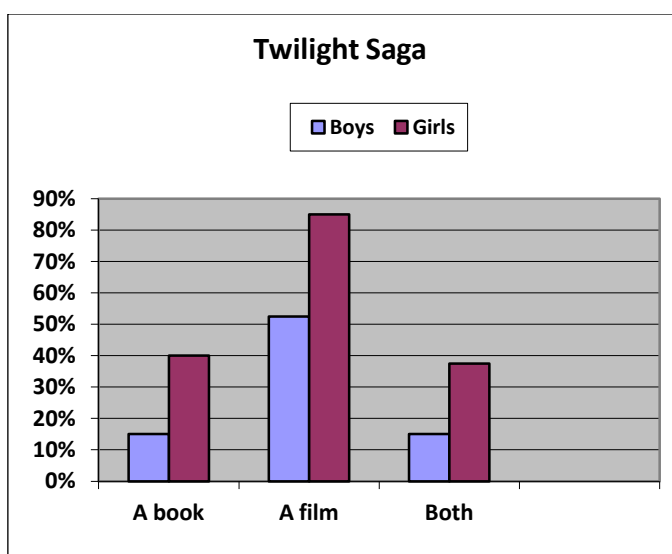
Graph 18: Charlie and the Chocolate Factory

This story is popular among boys and also girls. However, it is a pity that they have seen only the film, the book was read by only 2,5 % of all respondents, by one girl who has read the book and who has seen also the film. She had seen the film first and it motivated her to read the book. This film was among girls even more popular than the film *Harry Potter*. But it is not possible to say the same about the book. The next work is the novel *Great Gatsby* written by Francis Scott Fitzgerald. The novel *Great Gatsby* is more popular among girls, mainly the film rendering that was seen by 32,5 % of girls, but also the book version that was read by 17,5 % of girls. 12,5 % of girls have experiences with both renditions, but they always started with the book and then watched the film after. Only 7,5 % of boys have read the book and 25 % of them have seen the film. 7,5 % of them have done both, but they also started with the book. The results are visible from the graph below.



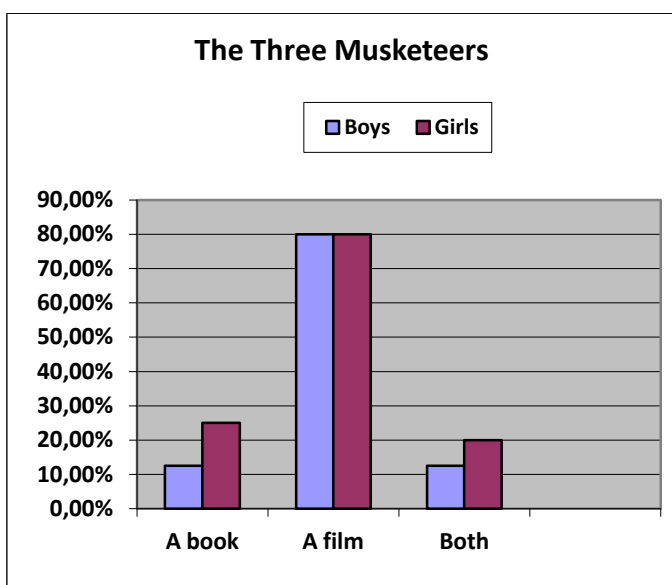
Graph 19: Great Gatsby

The next work from the author Stephanie Mayer, *Twilight Saga*, is also well known among secondary students, especially among girls. 40 % of all girls have read the book and 85 % have seen the film, which means, it is the most popular story after the *Harry Potter*. 37,5 % of girls have experience with both renditions, they usually started with the film. There are not the same results for boys. 15 % of them have read the book and 52,5 % have seen at least one part from the series. 15 % of boys have seen the film and also have read the book. It means that there is nobody among boys who has read the book and has not seen the film. Results are clear from the graph below.

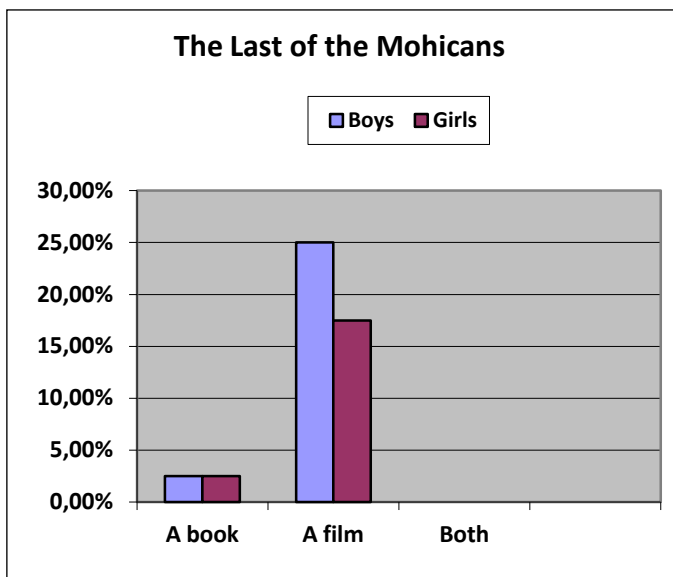


Graph 20: Twilight Saga

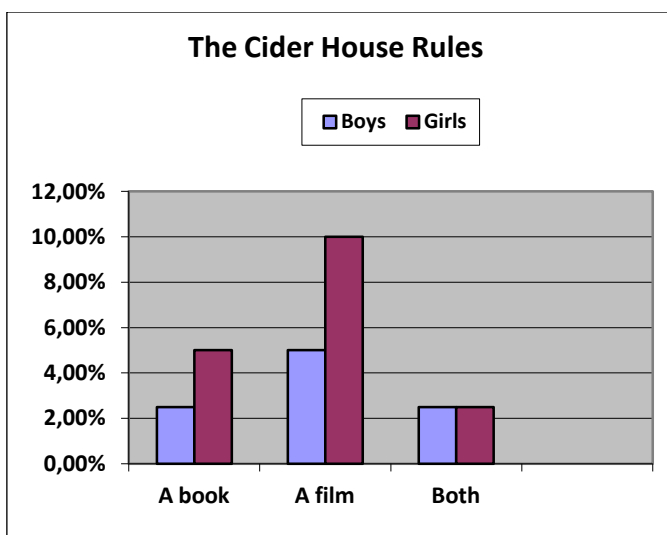
The next titles are *The Three Musketeers*, *The Last of the Mohicans* and *The Cider House Rules*. They are considered to be historical novels. The differences between boys and girls, as well as between the titles were quite visible. As you can see from the graphs below, this historical novel, *The Three Musketeers*, is still quite popular among the students. The results are almost identical, because the film was seen by 80% of girls and boys. Although, it is considered to be literature mainly for boys, only 12,5 % of boys have read the book compared with girls, whose 25% have read the book. It is interesting that boys who have read the book and also seen the film, always started with the film and it motivated them to read the book. It is different with girls who always started with the book. In contrast to the previous work, the novel *The Last of the Mohicans* is not mentioned too much. Only 2,5 % of boys and girls have read the book, 17,5 % of girls and 25 % of boys have seen the film. There was nobody who has experience with both interpretations. The historical novel *The Cider House Rules* is even more unknown among the respondents. Only 2,5 % of boys and 5 % of girls have read the book. The results for the film are similar. It was seen by 10 % of boys and 5 % of girls. The 2,5 % of girls and boys who have read the book and have seen the film started with the book and it motivated them to watch the film. The results are clear from the graphs below.



Graph 21: The Three Musketeers



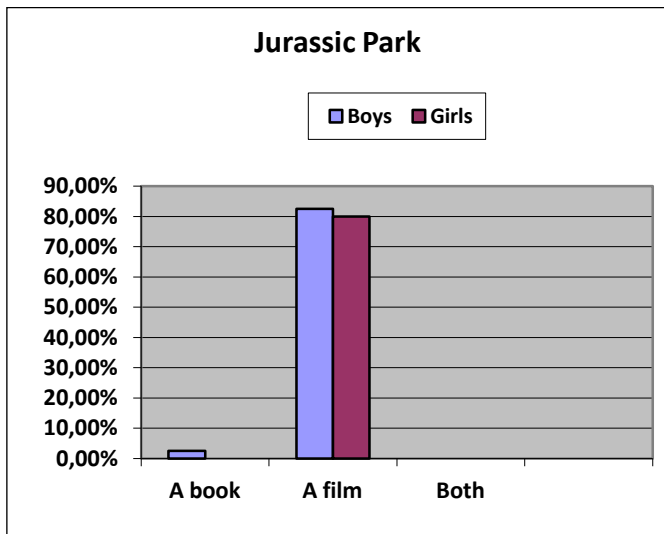
Graph 22: The Last of the Mohicans



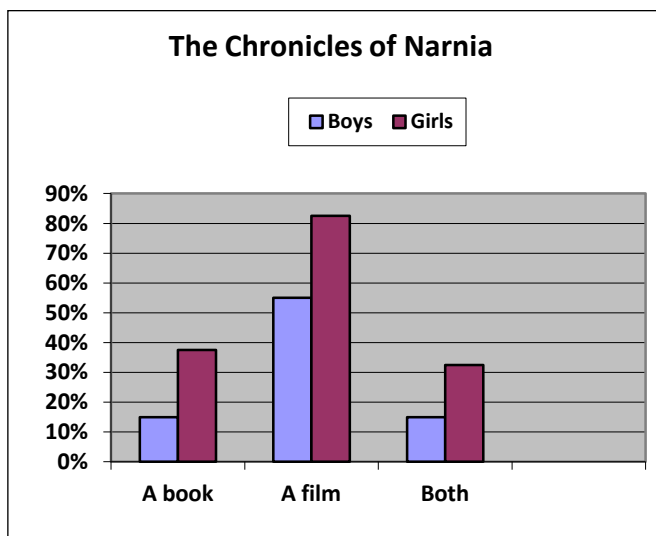
Graph 23: The Cider House Rules

The next two graphs deal with the results of the fantasy novels *Jurassic Park* and *The Chronicles of Narnia*. It is visible from the graphs that the respondents are interested in the fantasy genre, however mainly in films. The book *Jurassic Park* was read by 2,5 % of boys and by no girls. On the other hand, the film was seen by 82,5 % of boys and 80 % of girls. The book *The Chronicles of Narnia* is more popular than the previous one, 15 % of boys and 37,5 % of girls have read the book. The film was seen by 55 % of boys and 82,5 % of girls. From those who have experience with both interpretations, 20 % of boys and girls

started with the book and 27,5 % of them started with the film and it motivated them to read the book. The results are visible from the two graphs below.

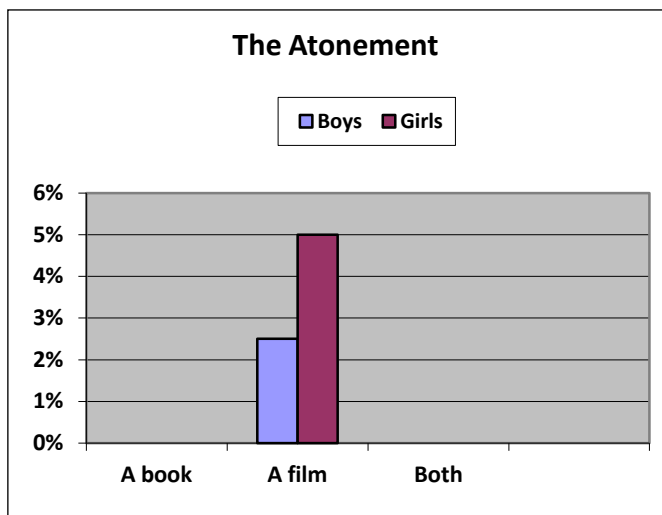


Graph 24: Jurassic Park

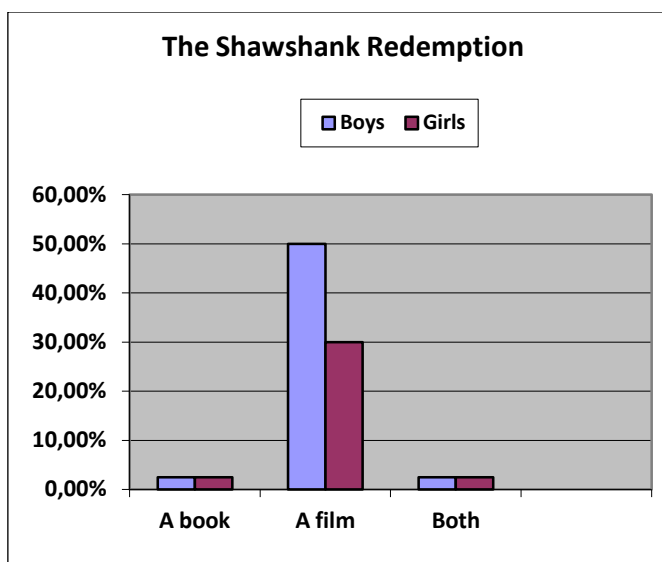


Graph 25: The Chronicles of Narnia

The next work is a family saga that is called *Atonement*. Although, it is from the recent years, almost nobody from the sample groups were familiar with this work. The title is quite unknown for the student. No one has read the book and only 2,5 % of all boys and 5 % of all girls have seen the film. The results are apparent from the following graph.

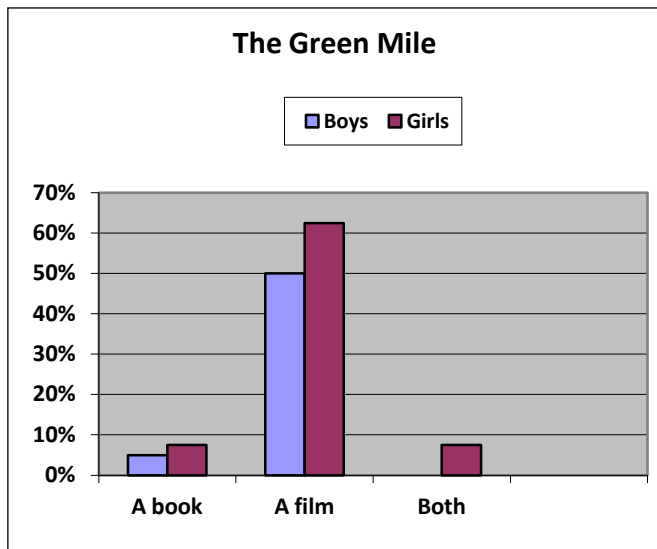


Graph 26: The Atonement



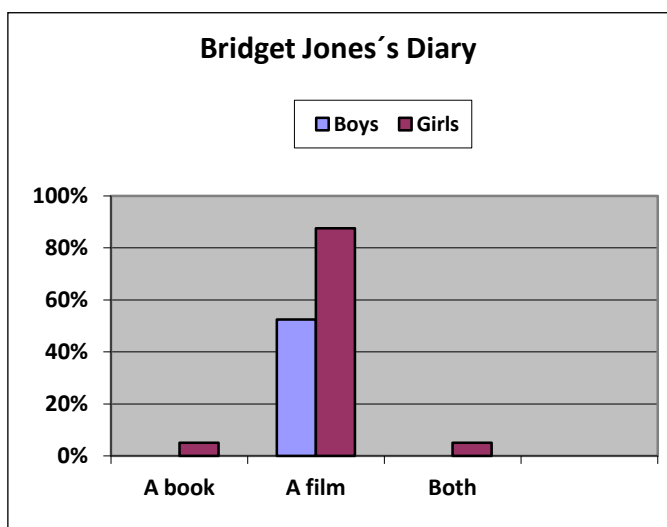
Graph 27: The Shawshank Redemption

The previous graph deals with the result of the work *The Shawshank Redemption*. It is in the subconscious of the secondary students as a film not a book. Only 2,5 % of boys and girls have read the book. However, the film was seen by 50 % of boys and 30 % of girls. The students who have experience with both renditions started always with the book and then wanted to see the film based on the story. The next graph provides information about the piece of work which is called *The Green Mile*.



Graph 28: The Green Mile

The Green Mile is a serial novel written by the American author Stephen King. Although, the film was seen by 50 % of boys and 62,5 % of girls, the book is not very attractive for secondary students. Only 5 % of boys and 7,5 % of girls have read the book. 5 % of girls who have read the book and have seen the film, started with the book and the remaining 2,5 % of them started with the film and it inspired them to read the book. And finally, the last novel from the list is *Bridget Jones's Diary*.



Graph 29: Bridget Jones's Diary

This novel was written in a form of personal diary and it is considered to be romantic. As is visible from the graph below, the film is quite popular among the secondary student nowadays, but not the book. The 5 % of girls who have got experience with both renditions started with reading the book. The film is very popular, mainly among girls. It was seen by 87,5 % of them. Also 52,5 % of boys have seen the film, but none of them has read the book.

Commentary on the analysis

Frankly speaking, I expected better results of the questionnaire. It is visible that students have got knowledge about the titles but often they know only the film and they have never read the book which was the inspiration for the film and sometimes they are not even aware the book and film are related. It was confirmed with help of the questionnaire that girls read more than boys. According to the results, all forty girls together have read 148 books from the list of novels. Some titles were clearly the same. It is not a lot of books, but it is quite a lot in contrary with boys, who have read 63 books. It means that every boy has read one book and a half on average. The average for girls is almost four books. However, there were almost no significant gender differences. Only the titles like *Sense and Sensibility* or *Pride and Prejudice* were considered to be predominantly for girls and women. I expected that boys will be more interested in the films than girls, but it was not right. Every girl respondent has seen on average 13 films from the list of the 23 films. Every boy has seen on average 11 films from the same list. Maybe there are books and films that are more interesting for boys than those which I chose for the questionnaire. It is interesting that boys who have read books and have also seen films based on the same story usually started with books and after reading they decided to watch the film. It was quite different among girls. The majority of girls usually started with the film and after watching the film, they were motivated to read the book. In general, girls are more motivated to read books and they are also more interested in films which are based on the book. However, I believe that the questionnaire helped them to extend their knowledge about films based on novels and that it will motivate students to read these novels. The results of the questionnaire could help teachers to decide what materials would be suitable

for lessons with the utilization of a film and a book. The teachers could decide what titles are attractive for girls, for boys and which are attractive for both genders.

Summary

This chapter provides the results from both questionnaires, from the teachers' and students' questionnaire. The results were recorded into graphs which provided visual projection of the results. Every graph has got detailed commentary that provides better understanding of the results. The first questionnaire refers to the differences between English and Czech teachers, about their attitude to using films in English lessons, about their criteria during the planning of the film lesson and about students' motivation during these lessons. The second questionnaire refers to the gender differences relating to reading books and watching films that are based on the same name novels. The following chapter provides the most important information discovered by the research, explains the limitations of the research and suggests possible improvement for the further research.

IMPLICATIONS

This chapter deals with implications of the questionnaires results. The most important findings from the research will be presented. The chapter provides implication for teaching that is clear from the results. Limitations and problems of the research will be also discussed in this chapter. Finally, the chapter suggests how the same study might be productively improved or extended and provides also ideas for future survey.

Pedagogical Implications

As was already presented in the previous chapter, the students are motivated during using films in the connection with teaching. It is something attractive for them and definitely, it is turning from the stereotypes. Teachers in the Czech Republic do not use films as a tool for teaching very often or they do not know how to work with film. They only watch the film in the classroom and at the end they discuss some questions. It is not effective, it would be interesting for students to work with the film also in connection with the written text with the same story. There are a lot of possibilities how to work with film in isolation and also in connection with the written text during the English lesson. Czech teachers prefer mainly to use films in isolation, it is not wrong if they do this. Also the form of film using is very important for the students' motivation. If they are forced to watch an English film that is difficult to understand for them, they will be bored and their motivation will be very low. It is also very interesting that a half of the respondents, Czech teachers, think that a film has got a limiting effect upon children by not allowing them the same freedom as a text. It is not necessary when the teachers will use the right films, questions and tasks. There are a lot of criteria the teachers must consider during the planning of the lesson which is based on watching an adapted film based on the book. A lot of Czech teachers consider no special criteria during the planning, which is not right. The teachers should take into consideration a lot of criteria, as the age of students, the language level, quality of the film, teaching and learning goals and I would note also topics or genres that are attractive for students. It is not possible to choose these films randomly, without any special consideration. The gender preferences and differences between boys and girls are visible from the second questionnaire. As it is visible from the results, it is not strict

that girls read only books that are considered to be girlish and the other way around. So the teachers have got a wide range of titles that are attractive for boys and also for girls. The same is valid also for films. There were a lot of cases when students have seen the film first and it motivated them to read the book which was a template for the film. And it is the evidence that also the film can motivate students to read. Sometimes students have read or have seen the titles that I considered to be unattractive for the sample group. So do not neglect titles that are considered to be non topical, blockbusters or bestsellers.

Limitations of the Research

Every research has got weaknesses and problems that appear during the analysis of the results. And this research is not different. The questions on the teachers' questionnaire had quite a broad range and it was sometimes complicated to find the right answers or train of thought in the longer paragraphs. The variety of the answers sometimes complicated the analyzing of the results. There were also teachers who did not understand the questions. However, I consider the questions were clear. The problem of the students' questionnaire was a large amount of titles, it was quite demanding to make single graph for each title, but I think it is clearer and the answers are more obvious from the single graphs. I worked with a large amount of films but it was necessary for the objective results. Maybe there could be even more respondents, but it was important for me to have the same amount of boys and girls because of the gender differences.

Suggestions for Further Research

During the analysis of the results I had a brainwave that I did not have during creating the questionnaires, Maybe there could be more space for students to make notes about the titles that they have read and seen. Or they could even suggest what types of films they would like to utilize into their English lesson. I could ask teachers what is the image of their English lessons when they use film or film in the connection with the written text extracted from the novel. One possible alternative of the research could be experimentation of the lesson in the classroom. It was my primary idea but it failed because of the conditions that I had or did not have during the placement. There was

almost no equipment for the experiment, no technical equipment and the teacher did not agree with the concept. She argued that it would be difficult for the students. And I had no other space for the experiment. I hope I will be able to conduct these film lessons with my class in the future.

Summary

This chapter deals with the implications of the research, its weaknesses and limitations and also with suggestions for further research. The possible tips and ideas for the teachers are provided there as well as a description of problems that occurred during thy analysis. Also ideas for alternative research are described here. The following chapter summarizes the main ideas and outcomes of the thesis.

CONCLUSION

The methods of language teaching have started to change. There is strong emphasis on communication. Also new modern methods are implemented in teaching. One of the methods is also teaching through films based on novels that help with the practising of listening skills. These films can also stimulate students' interest in extensive reading. There are a lot of possibilities how to use film in the classroom for these purposes. It is practical to use films in isolation or in connection with the text or the book that is the template for the film. However, it is always necessary to consider which type of film is suitable for the students. Some types of films are not suitable for all students. Teachers should consider the age of students, their language level, goal of the lesson as well as the topic of the film, the quality of language which is used in the film and many other things. Not all films are suitable for all students.

There are a lot of listening and reading styles. It is important to distinguish extensive listening and reading from the intensive listening and reading. The task for students must be clear for students. The teacher should provide clear instructions and be sure about what they really want to practise. There are also gender differences between students. It is known that girls are more interested in reading than boys. It is more demanding for teachers to motivate boys to extensive reading. At a certain age, boys do not want to read books that are considered to be girlish. It is important to choose novels and films based on the novels that are attractive for boys and also girls.

The research showed that teachers in the Czech Republic use films based on novels less than the teachers in England. Maybe the Czech teachers still use older methods or they do not know how to use films in the correct way. Some teachers only watch the film with students without any goals and motivation to the extensive reading. The majority of teachers confirmed that students are really more motivated during lessons with film integration. According to the Czech teachers, students are not very motivated to read books. However, it is important to motivate them during school lessons, for example through films based on novels. The students' questionnaires provided information about their reading experiences and about films they have seen. Also the results showed that girls are more interested in reading than boys. They have seen also more films than boys. There were boys and girls who have seen the film and also read the book. Boys usually start with reading and then they continue with watching the film. Girls usually prefer to start with

film that is something like a motivator for them and then they continue with reading. However, it is not always possible to distinguish topics for boys and for girls. It is important to consider also individuals in the class. Films based on novels could be very good motivation for the students' extensive reading.

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APPENDIX A

THE TEACHERS' QUESTIONNAIRE

Firstly, thank you for agreeing to take part in this short questionnaire.

My name is Kristýna Běhounková and I am a final year Masters student studying at the University of West Bohemia in the Czech Republic. I am compiling research for my dissertation based upon the influence film has in relation to the written form. I want to find out how an adapted film may have a positive or negative effective upon the children's understanding of the book.

(For the purpose of this questionnaire the word 'film' refers to the narrative visual form of storytelling.)

1. How often have you/ do you use 'film' in your lessons?
2. When using 'film' as a resource during your lesson, do you use it in conjunction with the text or in isolation?
3. Do you think that by using 'film' in the classroom, the children are more motivated during lesson?
4. Do you think that 'film' has a limiting effect upon children by not allowing them the same freedom as the text to interact with the plot or characters?
5. How well are your children motivated to read a book?
6. What criteria do you use when planning to use the adapted film of the book?

APPENDIX B

THE STUDENTS' QUESTIONNAIRE

Úvodem bych Vám chtěla poděkovat za vyplnění tohoto krátkého dotazníku. Jmenuji se Kristýna Běhounková a jsem studentkou posledního ročníku fakulty pedagogické na Západočeské univerzitě v Plzni.

Tento dotazník slouží k výzkumu, který je součástí mé diplomové práce.

V tabulce najdete několik jmen autorů a jejich knižních děl, na základě kterých byl později natočen film. Zaškrtněte prosím v tabulce, jestli jste četli knihu, anebo viděli stejnojmenný film. Pokud jste četli knihu a viděli i film, zapíšete do posledního sloupečku, jestli jste četli prvně knihu nebo prvně viděli film.

Např. Jane Austen, *Pýcha a předsudek* √ √
(K)

U děl, která mají několik dílů, jako např. Harry Potter nebo Twilight sága, stačí, pokud jste četli nebo viděli alespoň jeden díl.

Autor, dílo	Kniha	Film	Co první? (K) (F)
Jane Austen, Pýcha a předsudek			
Jane Austen, Rozum a cit			
Charlotte Bronte, Jana Eyrová			
Emily Bronte, Na větrné hůrce			
Dan Brown, Šifra mistra Leonarda			
Lewis Carroll, Alenka v říši divů			
Artur Conan Doyle, Sherlock Holmes			
Francis Scott Fitzgerald, Velký Gatsby			
Joanne Rowlingová, Harry Potter			
Roald Dahl, Karlík a továrna na čokoládu			
James Matthew Barrie, Petr Pan			
J. R. R. Tolkien, Pán prstenů			
J. R. R. Tolkien, Hobit			
Alexandr Dumas st., Tři mušketýři			
Stephenie Meyerová, Twilight sága			
Helen Fieldingová, Deník Bridget Jones			

Stephen King, Vykoupení z věznice Shawshank			
Stephen King, Zelená míle			
James Fenimore Cooper, Poslední mohykán			
Ian McEwan, Pokání			
John Irving, Pravidla moštárny			
Michael Crichton, Jurský park			
C. S. Lewis, Letopisy Narnie			

SHRNUTÍ

Tato diplomová práce se zabývá využitím filmů založených na románech v hodinách anglického jazyka. Práce poskytuje inspiraci pro práci s filmy v hodinách a také kritéria, kterých by se měl učitel při výběru filmů držet. Jsou zde teoreticky diskutovány receptivní dovednosti, poslech a čtení. V teoretické části práce jsou popsány také genderové rozdíly mezi studenty a vliv pohlaví na výběr titulů a na motivaci studentů ke čtení a sledování filmů založených na románech.

Druhou částí práce je výzkum, který je realizován dvěma dotazníky, studentským a učitelským. Dotazník pro učitele středních škol slouží k získání informací o užívání filmů ve výuce angličtiny v České Republice a v Anglii. Výsledky od učitelů obou zemí jsou srovnány a analyzovány. Dotazník pro studenty středních škol je zaměřen na rozdíly mezi chlapci a dívkami a rozdíl v jejich preferencích týkajících se výběru četby. Bylo zde analyzováno také, zda jsou studenti po zhlédnutí filmu stále motivováni k četbě stejnojmenného titulu a naopak.

Odpovědi respondentů a analýza výsledků ukázali, že čeští učitelé používají filmy ve výuce anglického jazyka méně často než jejich kolegové v Anglii. Zjistilo se také, že tamní studenti jsou více motivováni k četbě knih a sledování filmů ve výuce. Potvrdily se také informace o tom, že dívky čtou více než chlapci a také že častěji sledují filmy, které vznikly na motivy stejnojmenného románu.