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DIPLOMA THESIS

Využití filmových aplikací ve výuce anglického jazyka: případová studie mobilní aplikace Mooveez

Use of film applications in English language teaching: Case study of the mobile application Mooveez

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Authorship Declaration

I, Michaela Skřepská, hereby declare that I have elaborated the presented thesis by myself, only with the use of literature and other sources stated in the bibliography.

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Firstly, I would like to thank my supervisor, Mgr. Karel Žďárek, Ph.D., for his guidance and help with my queries and for his wise advice.

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Abstract

This diploma thesis concerns with analysis of the software application Mooveez - English with movies which offers a new method of learning foreign languages by watching movies, fairy tale movies or documentaries. In the theoretical part the theory and methodology of current learning and teaching foreign languages is described as well as the development of education in the field of foreign languages. The theoretical part also contains information about modern technologies used in contemporary foreign language learning and teaching. The practical part depicts and evaluates the software application Mooveez in detail which includes its principles, origin, methodology and functions. This part also informs about the usage of Mooveez as a tool and as a method. Then, it is described how this application is presented in public, and whether there are other applications which could be compared with the application Mooveez - English with movies.

Key words: *software application, Mooveez, movie, technology, English language learning/teaching, English language, methodology, method*

Anotace

Tato diplomová práce se zabývá zkoumáním aplikace Mooveez – angličtina s filmem, která se vyznačuje tím, že nabízí učení se cizího jazyka pomocí celovečerních filmů, pohádek nebo dokumentárních filmů. V teoretické části je popsána současná teorie a metodika výuky a učení se cizím jazykům, která je doplněná současným vývojem vzdělávání v oboru cizích jazyků. Dále jsou uvedeny pomůcky v podobě moderních technologií, které se v současné době používají ve vzdělávání cizích jazyků. Praktická část podrobně popisuje a hodnotí aplikaci Mooveez, její principy, vznik, metodiku a funkce, které tato aplikace nabízí. V této části je dále zmíněno, kde se tato aplikace využívá a jakým způsobem se prezentuje veřejnosti. Je zde také uvedeno, jaký přínos má aplikace jako metoda a jako prostředek vzdělávání pro uživatele, a zdali se zde vyskytují i jiné podobné aplikace, které by se mohly srovnávat s touto s aplikací Mooveez – angličtina s filmem

Klíčová slova: *aplikace, Mooveez, film, technologie, vzdělávání cizích jazyků, anglický jazyk, metodika, metoda*

Contents

Introduction

This diploma thesis deals with an analysis of a recently new software application called *Mooveez*. The whole title for this application is *Mooveez* – English with films. The concept of *Mooveez* is based on learning English via watching movies, fairy tale movies, TV series, and documentaries which are supposed to help with learning English in a new innovative way. The application *Mooveez* as such was created by students of languages and is still considered a new innovation for learning foreign languages awarded by British Council in the category of Digital innovations.

The diploma thesis consists of two parts – theoretical and practical part. The theoretical part includes information which focuses on distinguishing terms such as approach, method, or application which are inseparable parts of the application *Mooveez*. These methods and approaches which are connected to Mooveez are listed as well. Furthermore, not only are specific concepts and terms explained, but also the idea of integration of individual language systems. Later on in the theoretical part, the situation of current trends and developments of English learning teaching are depicted which include, for instance, interactive media or modern technologies and software devices. The theoretical part deals also with technological devices and innovations which are more accessible nowadays and which enable students to study on their own. These pieces of information are shared with a vision of the area of English language teaching and learning. One of listed chapters also mentions some information about the language school Stories where the idea of *Mooveez* emerged.

The practical part depicts in detail particular features of the application *Mooveez* which primarily include the original notion of the whole concept, methodology, principles, specific functions such as flashcards, quizzes, and cultural and language comments, and a list of movies. In individual chapters, the mentioned features of the application will be analyzed and acknowledged whether the application or a different innovative way of learning of a language is effective and can be used for different levels of a language and for different users. Next chapter explains *Mooveez* as a unique method and takes integrated language systems and skills into consideration. Concerning the technical background of the application, it is convenient to ask

whether users get on well with the application and with other available functions which *Mooveez* offers in a current version.

The practical part also analyses a probe lesson accompanied by the application *Mooveez* for the level B1. As a matter of fact, the language school Stories offers a possibility to teach students with *Mooveez* as a teaching aid in courses determined for groups as well as for individuals. In the probe lesson, a reflection is written on how *Mooveez* can be applied in lessons and how teachers can work with both, students and the application itself. The analysis also implies advantages or alterations of the application in the process of English language learning and teaching within a lesson. The analysis is based on observations and interviews with methodology specialists, technical designers and on reflections and reviews of users of the application accessible in Google Play or App Store.

Moreover, the practical part mentions other software applications, platforms and projects which are comparable to *Mooveez*. In this chapter, significant comments on common features, differences and uniqueness of *Mooveez* are presented and labeled in charts. Nowadays, similar trends are spotted in short movie clips with subtitles and comprehensive exercises. However, the fact is that Mooveez remains the only application which deals with learning English via watching all-night films.

The main aim of this thesis is to describe and analyze the software application *Mooveez*. Moreover, it is also essential to find out whether the system of the application is effective, efficient and motivating in the English learning process, and whether the users of the application are able to learn a language when they follow the procedure in the *Mooveez* methodical video. The next aim is to find out how *Mooveez* differs from the methodical point of view and what the main contribution of this application, or more precisely method, is.

1 Theoretical part

The theoretical part is divided into three parts which includes a description of concepts concerning terms such as application, approach, method or didactic aid. It is also worth mentioning where the interesting notion of *Mooveez* is used – the language school Stories. The next part depicts the innovations and trends not only in English language learning and teaching (ELT), but also their integration into the ELT. These trends are increasing as well as the need to motivate and attract children or adults to learn a language in a different and original way. Therefore, a short introduction to the concept and function of ELT is presented. Moreover, there is also written how the information and communications technology (ICT) is integrated to contemporary learning and teaching languages. Further in the theoretical part, information concerning motivation as a crucial key for learning a target language is included as well as concepts of self-study compared to acquiring a foreign language within a lesson. The last part deals with a traditional concept of approaches and methods comparing to some alternative ways of learning a new language. It is also essential to mention that some parts within the theoretical part are interconnected with the application Mooveez. This intention was considered and chosen because of better understanding of the idea of the whole application/method concept. In other words, some features and comments regarding the application/method are added to the theoretical base and structure of the theoretical part.

Mooveez – English with film is relatively new means how to learn English. Therefore, there are a limited number of literary sources. More precisely, there are few literary sources where some information about this application could be found. However, the world of needs and requirements of current society is changing and almost everything can be found on the internet nowadays. Therefore, most of the information, description of procedures or the application is described on the websites or via instruction, or methodical, videos. This way of presentation of information is also considered more effective and accessible since the era of tablets and smart phones.

1.1 Definition of mobile application and method

Firstly, the essential part of this thesis consists of correct determination of individual terms and labels which are used throughout the theoretical and practical part such as mobile application, method, and approach or teaching aid. In this section, these terms are distinguished because they are going to be used and related to the concept of *Mooveez.*

Moreover, it is certainly important to explain the terminology of individual components concerning the application as well as the method *Mooveez* in this diploma thesis. On the one hand, in some sources *Mooveez* is mentioned as an application[1] [2] or a teaching application[3] many times. On the other hand, some websites and the application itself claim that *Mooveez* is actual method in the first place.[4] [5]

Both versions for the product are mentioned on the official website of *Mooveez – English with films* and these two labels are used in contexts throughout the website as well as in the mobile application itself. After downloading *Mooveez* to mobile phone or to tablet, the introduction page offers a vast choice of movies or series which are adapted by the method *Mooveez.*[6]

Distinguishing the concepts of an application and a method, an application could have a lot of meanings. The essential one concerns the connection to a software or computer device. An application is usually designed by a computer program which is aimed for a specific purpose[7] and must be used on devices which support those software programs. The significant note would be that an application fulfills a certain function or purpose to achieve the goal in advance.

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[1] <http://www.Mooveez.com/cs/> 2017-09-15
[2] <https://feedit.cz/2016/06/14/v-cesku-vznikla-nejlepsi-aplikace-na-vyuku-jazyku-na-svete/> 2017-09-15
[3] <http://www.stories.cz/cs/skola-ro-c-ku-965.html> 2017-09-15
[4] introduction page in the application *Mooveez* (Google Play Store –mobile phone version)
[5] <http://www.ceskenovinky.eu/2017/02/05/*Mooveez*-metoda-vyuky-ciziho-jazyka-prostrednictvim-filmu-doporucena-samotnou-british-council/> 2017-09-15
[6] introduction page in the application *Mooveezi* (Google Play Store –mobile phone version)
[7] <http://dictionary.cambridge.org/dictionary/english/application> 2017-09-15

Another important concept which should be regarded is the meaning of the world method. Considering *Mooveez* as a method is crucial to know how the main idea of the application works. Method would be considered when it helps a teacher choose from a different approach on a numerous way to teach individual systems, skills or subskills. The Longman Dictionary of Contemporary English gives two possible meanings and explanations what a method stands for. Either it stands for an advanced prepared way that is usually known by a large amount of people, or a similar meaning to the first one "a well-organized way of doing something".[8]

However, to be more precise in terminology, there is an exact definition which suits the description of what a method means in terms of didactics and pedagogical way of speaking. Edward Anthony created a notion of three concepts, namely the approach, method and technique. As a matter of fact, method stands for "an overall plan for systematic presentation of language based upon a selected approach." (Brown:14). To explain the notion of method is significant for the whole idea of *Mooveez*.

Another definition is connected with a word platform which occurs throughout this thesis to compare a certain platform with a mobile application. Therefore, a platform should be explained as well. For purpose of using a platform as technology for effective learning languages, the Cambridge dictionary defines a platform as a specific type of computer system or smartphone which is used by individual users, in relation to the type of software, meaning computer programs, one can use on it.[9]

1.2 Language school Stories

After explanation of what a method and approach is, these concepts are used at many schools and language schools. As a matter of fact, the language school Stories works with a few modern concepts of learning languages, and one of them is also already mentioned method and application *Mooveez*. Stories builds its vision on intensive exposure of the target language which they try to compare to the environment of an English-speaking country. In the language school Stories, modern

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[8] < http://www.ldoceonline.com/dictionary/method> 2017-09-15
[9] <https://dictionary.cambridge.org/dictionary/english/platform> 2017-09-15

technologies such as tablets are used, and the language school can offer an experience method where students learn a foreign language while doing a certain activity or experience. Furthermore, these activities come from a concept of Jan Amos Komeský "School by Play", integration of all senses to the educational process, and individual approach.[10]

The language school Stories also features a specific method called Archimedes which works with an individual approach to a student and involves a sophisticated process of learning a target language. The study of the target language contains various techniques and approaches which are interconnected. These techniques are supposed to expose the student to the target language, according to the co-founders, Jiří Horák and Mroslav Pešta. The method comes from the notion that languages are acquired naturally with all senses.[11]

1.3 British Council awards

There should also be briefly mentioned that the many organizations work with language schools and they support new innovations and contribution to the ELT. One of such organization is British Council which supports not only learners of foreign languages, but also ELT. On the official websites of *Archimedes Inspiration* is *Mooveez*, there is written that *Mooveez* is the first application of its kind which includes learning with all-night films[12]. *Mooveez* was also rewarded by British Council in 2016. The British Council contest, which takes place every year, has a few categories and *Mooveez* was classified to a category called Digital innovations. The awards ELTons take part annually with a support of British Council and are the only international awards that recognize and celebrate innovation in English Language Teaching. In 2016 the award went to the developers of *Mooveez* in the category of Digital innovations.[13]

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[10] <http://www.stories.cz/cs/vize-jazykove-skoly-stories-53.html> 2017-09-20
[11] <http://www.stories.cz/cs/metoda-archimedes-16.html> 2017-09-21
[12] http://www.archimedes.cz/cs/mooveez-74.html 2017-10-09
[13] http://englishagenda.britishcouncil.org/events/eltons 2017-10-09

1.4 Development of information technologies in ELT

In this part of the thesis, the main focus is aimed at the development of technologies in classrooms and their implementation to the educational process. The implementation obviously brings some advantages as well as disadvantages concerning using modern technologies and devices within classrooms.

This chapter is also supposed to describe how modern technologies, especially mobile devices, tablets and computers affect today's approach of English learning and teaching. The integration of Information and Communication Technologies (ICT) is also mentioned in this chapter as well as a new concept of mobile pedagogy which is supposed to improve students' experience in terms of learning English.

Nowadays, it is more and more required that teachers implement modern technologies into the activities. Such technologies brought into the activities offer motivation, improvement and development with not only communicative competence, but also their electronic or computer literacy. Therefore, the integration of modern technologies evokes certain autonomy in learners who become more responsible for their process of learning (Chambers:2). However, implementing modern technologies requires increasing and improving the computer literacy by teachers as well. After all, they are the ones who lead the teaching process and who decide what modern technologies or teaching material they want to use in their lessons. It is also required that the teachers should implement modern technologies into the concept of lesson and integrate them into lesson plans. This information associates the need of giving lectures to teachers about modern technologies so that they may broaden their horizons and they could increase the efficiency of individual lessons.

To follow the previous notion about implementing modern technologies to lessons, a new concept of a so called mobile pedagogy has emerged which tries to support mobile technology within classrooms as well as outside classrooms (Kukulska-Hulme, Norris, Donohue:3). There is feedback provided in the research that most of the students are not satisfied with lessons where only a textbook plays the main role. The project research, supported by British Council, also suggests that mobile applications,

and the content of these applications, are based on learners and their needs, comments and opinions. Furthermore, if teachers want to conduct lessons effectively and innovatively so that their audience is not bored, they have to listen to their audience first (Kukulska-Hulme, Norris, Donohue:5).

As a matter of fact, using technologies at schools and universities increases and teachers try to implement different kinds of technologies into their classrooms. New approaches are also connected to usage of technological devices not only at schools, but also beyond classrooms. A trend among teachers, especially at universities, is to record videos of lectures and provide them to students in order to engage them with the course content more holistically (Tshuma:27).

1.4.1   Implementation of ICT

Implementation of modern technologies is increasing which also confirm some case studies researching the ICT and their implementation into courses at universities or teaching practice for trainee teachers in different countries. The case studies suggest that future teachers should be educated in the field of ICT so that they could be more informed about modern technologies and opportunities that are offer to them. Thus, they can use these methods during their teaching practice or at schools. Such courses can provide a different point of view on ICT and help teachers improve their ICT competences.[14]

Moreover, Rösler claims about foreign language learning with new media that modern technology can offer students to compensate ways of acquiring or learning the target language which they lack within classrooms (Rösler:16). This opinion is likely to confirm the notion that students and people in general want to try different or innovative approaches to learning foreign languages which Mrs. Limburg also claims.

Next question concerning modern technologies is how the teachers recognize what application they should use in ELT. First option is to choose an application, then try it and afterwards, evaluate it according to several criteria. The criteria should include

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[14] UNESCO: Case Study 2017-09-28

certain points which are connected to teachers' work with modern technologies as well as the integration into the educational process. Such criteria involves, for instance, technical aspects, content consideration and general use considerations (Reeder; Heift; Roche; Tabyanian; Schlickau; Gölz:4-5). Of course, the instructions, especially concerning self-study materials, have to be explained clearly and simply so that a user understands what they need to do.

1.4.2 Improving of language via mobile applications

Learning a language sometimes requires a lot of time, self-discipline, motivation and guidance. These main features are essential for mastering a language especially when one starts learning a new language. For effective learning of a language, not only language skills should be developed, but also language system. Mobile applications can offer all of these features nowadays. An advantage of a mobile phone is that it is relatively compact, light, and fits to a pocket of a jacket. It is considered a device which not only many people have but of those who have interact many times every day. Furthermore, the availability of internet connection offers increasing access to these language applications. Research conducted at The Open University in 2013-14 provides a guide for teachers and explains the notion of MALL or mobile assisted language learning which deals with experiences and of teachers and learners who work to a certain extend with mobile applications. The research is intended especially for immigrants who want to live and assimilate into the UK for day to day life. In the project there are some interesting opinions about using mobile applications as a self-study guide for developing students' language skills (Kukulska-Hulme, Norris, Donohue:13-20).

1.4.3 Advantages and disadvantages of using applications within a classroom

To use software applications, modern devices or different e-learning platforms for learning foreign languages is accompanied by certain advantages or disadvantages. In this section, some pros and contras of using applications and devices within a classroom are listed.

To integrate modern technologies has its advantages and disadvantages concerning computer literacy of teachers. Teachers are sometimes forced to use innovative technologies either from learners' perspective and needs, or from the nowadays efforts. On the one hand, teachers have a lot of options as to what kind of modern technological devices they can choose to use. To name some of them, there are, for instance, printed materials (books, textbooks), electronic materials (audio books, films, radio podcasts, videos), or technical devices such as overhead projector, software applications, computer programs, platforms for learning, or e-portfolio (Trim: 9-10). In Pim's research, he focuses on emerging of modern technologies in primary schools because the learners are the ones who already have contact with such technologies. He also claims that informative and communicative technologies (ICT) are something that increases motivation within a classroom. He suggests that learners fancy ICT or technology-mediated language learning probably owning to the immediate feedback provided mostly in such applications which deal with vocabulary training or vocabulary games independent on teacher or their feedback. It is also true that learners or students can observe their progress which is more visible by the notifications about their level or achieved progress (Motteram:18). Comparing such opinion to *Mooveez*, users also have immediate feedback at disposal in terms of passing comprehensive exercises, following their progress scale and to certain extend perceiving their own feeling of making success by ticking flashcards as mastered.

Contrarily, some disagreements concerning using mobile devices and modern technologies still occur. Tindell and Bohlander imply some disadvantages of using applications within a classroom. They point out that students could be distracted by other elements such as watching videos, reading or texting messages that the connection to the internet offers while they are using a mobile application integrated into the educational process. Technical problems could also occur during using mobile devices or where the access to the internet is needed. These obstacles should be solved in advance so that the aim of the lesson could be fulfilled.

To follow disadvantages of using information technologies, especially applications, there is an opinion that information technologies can enrich the educational process, but contrarily, they can never replace the life communication between teacher and

students and complex feedback which is provided by teachers (Borysiuk:110). The applications are able to provide satisfactory feedback which is most of the time immediate. However, such feedback which is provided by software applications is mostly written.

1.4.4 Learning with applications regarding self-study

As the application *Mooveez* is originally intended for self-study purposes, it is necessary to mention what factors have to be fulfilled when learners are self-reliant and independent on an education institution and are able to take the responsibility for their own process of learning. Of course, many language applications could be also used in a lesson where a teacher tells students what to do, where a teacher guides students through the process of acquiring of the target language, and encouraging them to achieve certain goals. However, if students decide to learn on their own, they need to fulfill some points which are listed below, and which are probably necessary to achieve success. The criteria contain time, self-discipline, motivation (as a key factor for learning languages) and certain guidance. Besides that, even if there is no teacher who would help to check students' progress.

1.4.4.1 Time and self-discipline

First, the association between time, self-discipline and learning foreign languages is described. Present day, a mobile seems to be constantly at one's disposal. Furthermore, the functions and storage capabilities are immense nowadays. The reason why applications emerge more for mobile devices, and not for computers, is that it is more readily accessible and it has increased ergonomic use in many day to day settings. People use the applications while they wait for a bus, during a break at school, or even when they travel by tram or by train, for instance. A lecture about learning foreign languages took part where Mrs. Gramelová who concentrates her work on learning languages and has a lot of lectures where she gives advice how to learn languages. According to her, using spare time effectively with learning languages is the best choice how to keep a certain level of a language. As examples, she mentions some useful applications and techniques - mobile applications, audio books, flashcards

(Quizlet), listening of various podcasts, reading articles, watching films or playing games with vocabulary. [15]

Concerning self-discipline, there is a technique called Pomodoro Technique developed by Francesco Cirillo which is based on a theory that a language should be practiced for a certain amount of time daily. Ideally at the same time of day and the learner should always learn something new. This technique has its roots in some psychological principles such as behaviorism and the concept of conditioned and unconditioned reflexes developed by I. P. Pavlov. The principle of the Pomodoro Technique lies in a system of organizing time for learning or doing something to achieve more effective and efficient results. It is recommended to arrange all the activities according to the procedure the Pomodoro Technique requires, and to set the time of studying for 25 minutes (Nöteberg:58) The point for every learning activity concerning learning vocabulary, grammar structures or learning with films require a kind of self-discipline to stay in a learning process regularly, and, preferably, at the same period of time.

1.4.4.2 Motivation and guidance

To be in everyday contact with a foreign language needs motivation.. Most of our inner motives are based on motivation. Motivation represents one of the most important parts of learning a new language and is seen as a main impulse and background of doing something.

In the publication written by Harmer there are some significant opinions about the concept of motivation. He claims that motivation represents a drive to do something and is one of key factors in terms of learning languages. Students usually want to learn English because they have a certain reason for it, therefore they start to watch TV shows or films because they consider it entertaining and useful at the same time. According to research done by Gardner and Lambert about integrative motivation, students are strongly motivated because they want to understand the culture, people and, of course, the language and they are likely to succeed (Harmer: 8). Harmer also

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[15] GRAMELOVÁ, Lenka. Jak se učit (a naučit) cizí jazyky (lecture). Ústřední knihovna, Praha 1. 2017-10-04

suggests that students should be responsible for their process of learning. Teachers, on the other hand, should support, offer encouragement and raise interest of learning English (Harmer:8). Such opinions correspond with the opinions which Mrs. Limburg said and which are going to be presented in the practical part later on.

1.4.4.2.1 Extrinsic and intrinsic motivation

Motivation can be divided into intrinsic and extrinsic motivation. Both are crucial for supporting of the process of learning, fulfilling certain goals, and making progress. Focusing on the concept of extrinsic motivation, it represents results of all external impulses why people do something; for instance, the need to master a foreign language owning to a possibility of travelling abroad. As the extrinsic motivation prevails, it is crucial to set some goals which inspire students to learn and keep doing something for improving themselves. However, regarding the intrinsic motivation, it represents mostly the feelings within an individual (Harmer:98).

Whereas Harmer writes about encouraging students to learn languages by teachers in terms of motivation, the developers of *Mooveez* try to encourage students to realize that they are responsible for their process of learning, and try to awake their intrinsic motivation through extrinsic motivation. First, when students start using the application *Mooveez*, they desire to understand films and learn something new. However, all software devices or application are supposed to evoke the feeling that if students do something what they like, they start to learn languages more effectively. Nevertheless, the application *Mooveez* has a methodical video at disposal which could serve as a guide through the process of learning, achieving success, and eventually mastering the target language. Yet, the motivation has to be self-directed concerning the self-study owning to the lack of personal guidance, for instance a teacher.

1.4.4.2.2 EAS methodology for increasing motivation

Focusing on motivation from a classroom point of view, students have to use the language in the lesson where they are exposed to the language. The point is to give them stable grounds for being motivated outside the classroom too. To involve motivation, the method *ESA* (Harmer:25) can be used as an alternative to engage student than just speaking activities. The first letter of ESA method stands for *Engage*

where teachers try to attract students by involving their emotions and awaking their interest. The second letter stands for *Study* and it comprises all that is concerned with the construction and focus of the target language. It means that students discover language patterns making them feel that they are involved in this process. The last letter stands for *Activate* which puts not only acquired knowledge into practice where the knowledge has to be used freely and communicatively in situations which should be as much similar as the so called real-life situations (Harmer: 25,26). This method was integrated in some parts of a probe lesson with the film *School of Rock* which was similar to Harmer's sequence within activities. The motivation was enhanced by using a film as an authentic teaching material. In the chapter with the probe lesson at the language school Stories, this concept will be explained.

1.4.4.3 Working with authentic material

Before the term authentic material will be explained, films, movie clips, songs or books belong to the category of an authentic material. The so called authentic material contains a language which is not simplified or modified for any special reasons for non-native speakers. It is a language which occurs in a real-life situations, and daily conversation of a native speaker (Harmer:273). It could be objected that the target language without any concessions is too challenging for students with a low level of English. Authentic material offers roughly-tuned input in case it is not simplified or restricted in language. Contrary, if the material is simplified and intended for learners who are at the lower language level, it does not deal with the authentic material any more, but with the so-called non-authentic material.

1.4.4.3.1 Film as authentic material

This subsection deals with a film as a type of authentic material and a valuable source of vocabulary which could be used within classrooms. According some articles concerning English learning via films, films represent a handy teaching material which teachers can follow and are a great source of realistic language environment such as colloquial language or various idiomatic expressions. All these features are summarized in overall context of a film. Khan writes that learning from films stimulates learners and amuse them at the same time. Moreover, films provide authentic and

diverse language scenarios and contain various forms of features. Khan also claims that when learning from films, learners acquire the foreign language more natural than the language found in textbooks. Especially British Council and its official websites focus on learning from films and support the idea with providing lesson plans which are created to some chosen films.[16]

It is interesting that in many publications, suggestions how to learn or teach from videos, films or radio podcasts are seen (Mullamaa:41). On the other hand, such suggestions could also be used as an inspiration for creating an appropriate activity or which integrates modern technology into the educational process. Moreover, in such activities, films as authentic material are included which is going to be explained in the next section.

1.5 Language system involved in watching films

From the point of view of the language system regarding watching films within a lesson, this chapter focuses on the three language systems, namely lexis, grammar, and pronunciation. The information is presented from the point of view of how the individual language systems are represented with the reference to the application *Mooveez*. Besides that, there is also pointed out how students acquire the target language while watching films and fill in optional comprehensive exercises.

1.5.1 Lexis

Starting with the lexis, or vocabulary, it has to be said what the concept of lexis comprises. Lexis stands for all the words which occur within a language, yet according to Thornburry, in order to master vocabulary of a target language, students have know what to know what a word means. When learning a new word, students have to be aware of a function and of a meaning of a word (Thornburry:15). To be more specific, films are considered as a valuable source of vocabulary and learners can learn vocabulary from an authentic speech and context. According to the *Mooveez*

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[16] http://esol.britishcouncil.org/content/teachers/teaching-english-work/offender-learning/using-film-teach-english-lesson-plan 2017-05-12

methical video[17], the amount of words, concerning an all-night film in the application *Mooveez*, is about 2 000 words. However, only with 1 000 words one can understand a conversation, and moreover, a film comprises some words that are repeated which increases the chance to hear a word more times and understand better. It is equaled to the so called core vocabulary which includes approximately 2 000 words which a native speaker uses in a daily conversation (Thornbury:21).

Concerning the possibility of learning new words and chunks of vocabulary which occur throughout a film, some principles can be used when students learn a foreign language with films (Thorbury:24). Repetition or retrieval of phrases or chunks of words could be used in terms of moving these chunks and phrases into the long-term memory, drilling correct pronunciation and learning grammar structures at the same time.

An effective way how to learn vocabulary is presented in the book called *How to teach vocabulary like a pro* where several pieces of advice are given. Teachers want their students to learn vocabulary more effectively. The way how to help students to do so could be using flashcards, keep a dictionary, or keep students exposed by the language, for example, with posters in a classroom or recommend them watching films with subtitles. Concerning the application *Mooveez*, it also offers effective ways of learning vocabulary – also with flashcards, or with a dictionary which is at disposal every time when students watch a film. Such features are described in the practical part in more details.

1.5.2 Grammar

As vocabulary focuses on meaning, grammar, on the other hand, deals with form (Celce-Murcia, Briton, Snow, 2014:256). To compare the concept of grammar as one of the language systems with the concept of self-study, grammar and grammar structures are integrated in the utterances of native speakers which means that grammar as such is learnt inductively(Celce-Murcia, Briton, Snow, 2014:268). In other words, according to Harmer, grammar could be acquired inductively which means students conclude a

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[17] <https://www.youtube.com/watch?v=JCgVOG-aew0> 2017-10-05

grammar rule from a given examples within a film. It has to be emphasized that when students study a foreign language alone, they acquire the rules of a foreign language either inductively or deductively. It depends on a platform, an application or a textbook what type of grammar rules presentation students prefer. Nevertheless, students take the responsibility for their learning process, and considering a self-study platform, it might be expected that students could be interested to find out the rules they are not sure about, doing the research on their own when necessary and when grammar structures or rules are not explained.

1.5.3 Pronunciation

First, one of the factors of mastering a foreign language is to have good pronunciation. Pronunciation consists of two concepts which are connected when students want to speak as authentic as native speakers. Pronunciation deals with a segmental and suprasegmental level of a language. Segmental level involves the concepts sounds encompassing vowels, consonants and syllables (Kenworthy:9). Whereas suprasegmental level deals with the concepts like language rhythm, intonation and stress (Kenworthy:10). Sometimes, these concepts are unified in a term called prosody or prosodic features which deals with sounds in connected speech during a conversation.[18] Both concepts should be involved in every self-studying application where the authentic speech containing prosodic features is provided by actors, as native speakers and partially also teachers.

Second, some important terms have to be explained because they are going to occur in the practical part. A very used term, which appears in the *Mooveez* methodological video too, is diction. According to Merriam-Webster dictionary, diction concerning a language deals with words and their choice with the main focus on clarity, correctness and effectiveness.[19] Owning to the fact that actors, as native speakers in films, replace teacher and literary teach pronunciation, they also choose specific, correct and appropriate words which are needed in certain context.

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[18] <https://www.teachingenglish.org.uk/article/prosodic-features> 2017-10-05
[19] < https://www.merriam-webster.com/dictionary/diction> 2017-10-05

Looking at actors as teachers, according to Kyriacou, there are some essential teaching skills and features which should be followed regarding a good teacher. For instance, establishing an attractive learning environment can be listed which could be compared to the setting of a film and to the background of learning process as well. The actors also have the diction the students need to master the target language and provide intellectual challenge for students (Kyriacou,2007:6). Pronunciation is one of the crucial components of the language system and should be trained together with the other systems.

1.6 Methods and approaches connected with *Mooveez*

The original idea of the concept *Mooveez* comes from its founders Miroslav Pešta and Jiří Horák who came up with the notion that it is possible to learn a language completely naturally like a baby who is exposed to a language and who acquires to it. The founders believe people are able to learn a language like babies when they are exposed to their mother tongue and they wanted to apply the same principle on their methods. They also came with the notion of methods called *Archimedes* or *Mooveez* which were later transformed to methods by methodology specialists.[20] The methods themselves are considered an innovative and alternative approach in comparison to traditional ways of teaching or learning a language. However, they are based on other various alternative methods which deal with learning a second language naturally.

To distinguish alternative methods or approaches from the traditional ones, alternative methods include such methods which differ from traditional methods in a way of teaching, approach to a learner or in teaching materials. These approaches focus on process of thinking and solving problems. These methods (approaches) are supposed to activate learners' motivation, flexibility, and autonomy and encourage learners to find different solutions or different ways to solve a problem. [21] In this chapter methods which are or could be connected with *Mooveez* are listed. The list of methods and approaches is created according to their development in ELT. The intention for this section is to show the complexity of system of methods and approaches within one application together with the context of contemporary trends of ELT.

1.6.1 Audiolingual Method

To start with listing of individual methods and approaches, the first method is a method called the Audiolingual Method which belonged to the major trends in 20th century language teaching. Richards and Rodgers write that the ALM influenced the

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[20] <https://www.youtube.com/watch?v=20clE0LvVUE> 2017-10-09
[21] MAŇÁK, J. Alternativní metody a postupy.Brno, 1997. Diplomová práce. Masarykova univerzita v Brně. Pedagogická fakulta. (page 9-10)

way of teaching in the USA in the 1950s and was used in army programs and universities. The ALM was based on a view of structural linguistics as well as on the idea of behaviorism. Why is the Audiolingual Mehod mentioned? One reason could be that the concept *Mooveez* comprises some features of ALM in terms of the self-study. Second reason could be regarded to teaching with *Mooveez* within a lesson with an emphasis on drilling, experiencing the system of the target language, and as authentic pronunciation as possible.

The Audiolingual Method has its roots in behaviorism, more precisely, in the model of stimulus-response-reinforcement which is supposed to engager positive habits by students in their learning process. The method was known especially in the USA, and the emphasis was laid on accuracy and constant repetition of sentences with grammar structures (Harmer:64).

1.6.2 Comprehensive approach

Moving on from the traditional concept of methods, alternative approaches and methods are listed now. Concerning *Mooveez* from a broader perspective, it could be based on an approach which is called the Comprehension Approach which deals with an idea of Steve Krashen's second language acquisition and suggests that language should be learned by understanding first. Then the language should be set into practice by as much exposure as possible. This approach focuses on comprehensible input based on listening to the target language (Larsen-Freeman:107). Into this approach belong the Natural Approach and Lexical Approach which are listed below (Larsen-Freeman:108).

1.6.2.1 Natural approach

In the metodical video, there it is clearly said that the language school Stories works with languages naturally[22]. An approach called the Natural approach is based on a theory that a language could be acquired naturally while the learners listen to the native speakers who provide an authentic comprehensible input – in other words,

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[22] <https://www.youtube.com/watch?v=20clE0LvVUE> 2017-10-10

roughly-tuned input (Larsen-Freeman:107). The learners have to be exposed to the target language which is even slightly above their level, and the exposure must take place in a relaxed setting (Harmer:50). Concerning the process of acquiring English from films, they offer the same opportunity to listen to a spoken authentic target language and learners acquire the language subconsciously with help of subtitles and interactive exercises within the application in relatively relaxed settings, such as at home. The level of English in films seems to be above the level of learners which provides the so called roughly-tuned input which will be described later on. Furthermore, the target language is summarized in a context of the whole film and the language system is acquired within lexical chunks, inductively and spontaneously. The reason why this approach fits into the theory of spontaineous acquisition of a second language is that the films are not simplified, and therefore they represent an efficient study and teaching material.

1.6.2.2 Lexical Approach

Concerning the Lexical Approach, which also belongs to the Comprehensive Approach, it goes further in terms of trying to expose the learners the clusters of chunks where the learners do not learn isolated words, but more likely the whole sentences, phrases, phrasal verbs, idiomatic expressions, or collocations at once (Larsen-Freeman:108). In other words, this approach is based on Lewis' assumption that "language consists not of traditional grammar and vocabulary, but often of multi-word prefabricated chunks." (Harmer:74) Harmer also claims that teaching according to the Lexical Approach includes other areas of language, for instance, grammar structures which are learned not in grammar substitution tables, but in chunks, phrases, collocations and idiomatic expressions.

Thornbury writes about advantages of lexical chunks and their importance by learning and teaching new items of vocabulary. He also suggests that lexical chunks create a significant part in developing fluency because they are learnt as a single unit. Therefore learners can produce their speech faster and more fluently (Thornbury:114).

1.6.3   Communicative Language Teaching (CLT)

To move further in the history of ELT, a current communicative approach is labeled. CLT is mentioned because it has become the most popular way of teaching and is used at many schools. The main idea of CLT would be that student are supposed to communicate in the target language, in this case in English. The teacher is a facilitator who prepares situations where students perform their communication. The teacher observes students while they are having a conversation, usually about topic which entails a real-life situation. This is viewed as working with an authentic material. Furthermore, students have a chance to express their feelings, opinions, and what they want to say about a situation or a topic (Larsen-Freeman:128-130).

Focusing on the application *Mooveez* and how it functions in a lesson, it is considered as an aid to achieve a goal. It activates topics and communicative activities among students where they can choice what they want to say and how. Students can know information which is new to others, and they expect some feedback from the other side (Larsen-Freeman:129) while students are speaking about a film, an actor, or their feelings about a topic which emerged within a chapter they were supposed to focus on.

1.6.4   The 20-Minute Method

Another current concept or method is called the 20-Minute Method and it is mentioned because it occurs in many platforms and lectures about learning foreign languages. In the methodical *Mooveez* video, there is suggested that if one learns 20 minutes a day working with their application following their schedule or their suggestions for better learning, one will learn a language more efficiently and make progress faster.[23] These pieces of advice will be analyzed and depicted later on in the practical part of this thesis.

This so called 20-Minute Method implies that learning 20 minutes a day at the same day time can improve a language and learn more effectively. It is also considered a

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[23] <https://www.youtube.com/watch?v=20clE0LvVUE> 2017-10-10

principle of effective learning and technique how to learn in general (McPherson:215). A similar notion concerning attention spans is also implied in the concept of Pomodoro Technique which was already mentioned in the thesis.

1.6.5 Post-Communicative Approach

The last approach, which is listed, is called the Post-Communicative Approach or Balanced Activities Approach, according to Harmer. This approach is mentioned in terms of current ELT and the way how methods are regarded and used. Harmer descries this approach as eclectic which means that it integrates elements from other methods and approaches which seemed effective and contributive to the whole process of learning and teaching. In English lessons, the teachers choose such methods and approaches which seem the best to fulfill set goals. It also means that the teachers do not stick to one particular method or approach. Instead, they try to combine them to achieve more effective results of the learning and teaching process. Richard and Rodgers also imply that the concept of methods and approaches is dead and the term "post-method era" is used instead.

1.7 Summary

In the theoretical part, a concept of ICT and its implementation into the educational process and classroom was showed and explain. Into the section about ICT, modern technologies with the main focus on mobile applications were described in terms of classroom usage and self-study. This and theoretical information is a basis for the analysis of the application *Mooveez* which is to be found in the practical part of this thesis.

2 Practical part

The practical part of the diploma thesis is divided into several parts which show the insight and the background of the application *Mooveez*. First of all, the main focus is aimed at the description of the mobile application *Mooveez* as platform for English language learning in more detail. The description includes how the application works, what functions concerning learning English are available and how they help with learning English. The description also concerns unique method which is suggested for successful mastering the English language. This part also includes an analysis of the application, together with the method, and implies whether this method is concerned useful and effective regarding learning English according to reviews on the application. Such reviews are accessible in mobile devices stores and social media.

The last but one chapter displays how the application is used in practice meaning its usage during a lesson (60 minutes) designed for B1 level of English in a one-to-one course at the language school Stories. In this chapter, there is shown how the application could function as helpful and sufficient teaching aid which is integrated in a lesson plan as well. It is also worth mentioning how the language systems could be integrated within a lesson, how individual systems are presented on a chosen TV series called Red Dwarf. And at the end, what the most valuable contribution for English language learning and teaching is.

The last chapter of this thesis deals with other interesting innovative projects which are considered great and useful sources for learning not only English. Furthermore, these projects are compared with the application *Mooveez*. It is also suggested what features the projects and *Mooveez* have in common and contrarily, how these projects differ concerning the overall overview of providing opportunity for learning English, design features, functions and uniqueness of individual features.

2.1 Research and methods of gaining data and information

The most appropriate way of gaining data for this research was chosen the qualitative approach the best choice. The application *Mooveez* is concerned a new way of learning English and it is constantly developing and improving. For gaining as exact information as possible, personal contact with the developers, designers and a methodology specialist of the application *Mooveez* was required. Thus, the qualitative approach covered interviews with developers of the application and online communication per e-mails and via social media. A significant part of research includes the analysis and description of the application and method *Mooveez* which was summarized by method called case study. Such methods provide closer insight into how the application works and what are the qualities of watching English films while using *Mooveez*. The results from the research are summarized in this diploma thesis and are available in form of notes from observations of the probe lesson, online communication, interviews and transcripts. The information is gained from analyzing data from valid websites concerning *Mooveez* application, the language school Stories and Google Store's reflection of users. These data present a valuable feedback for the developers of *Mooveez* because according to these data, they can move their application forward and improve potential shortcomings or technical defects.

The interview with Mrs. Limburg and Mrs. Mataruga was conducted in the language school Stories where they answered prepared questions concerning the application *Mooveez*. The interview was recorded and translated into English afterwards. The interview serves as a source of significant information which was used in some chapters of the theoretical and practical part.

2.2 Language used during research

The mediated language for the communication and interviews was in Czech because the developers and methodology specialist native tongue is Czech. The application is also primarily written in Czech but is accessible in other languages as well. The interviews and information on the official websites provided more detailed information into the process of how *Mooveez* works. For the developers from *Mooveez* and me, it was better to speak about the usage of *Mooveez* in Czech. We felt more comfortable when discussing topics which regarded important areas of the application and method the developers spread. The atmosphere seemed more relaxed as well. However, the English language was used during the probe lesson at the language school Stories. And after the lesson, Czech was preferred for analysis of the lesson, reflection and feedback. All mentioned processes at the end of the lesson seemed to constitute a significant part of method which is applied by the language school Stories and which should be applied at the end of every lesson at every type of school. The reflections from users of the app *Mooveez* on Google Play store were also written in Czech because *Mooveez* is primarily intended for Czech users and was created by Czechs. All the questions which were answered during the interviews are attached at the end of the diploma thesis.

A few important questions emerged during the research. The questions were chosen according to subjective importance concerning the overall contribution of the application *Mooveez*:

1) **Is *Mooveez* as such concerned a method? If so, how does this method work in practice?**

2) **Does the application works in a process of self-study as well as in the process of teaching a small group or the whole class?**

3) **Does *Mooveez* have any competitive applications or platforms which could be compared to its uniqueness?**

4) **Is *Mooveez* the only mobile application concerning and adapting films?**

5) **How is *Mooveez* as product on the market financed and how is profit gained?**

2.3 *Mooveez* as a method

On the official webpage of *Mooveez*, the developers imply that with help of their method people can learn a foreign language naturally and fast while having fun. They base their concept on the assumption that a majority of people learn languages via films and songs. They used this modern and current way of learning to create an application where several of films and TV series can be watched while learning that foreign language.[24] To be more specific, *Mooveez* as a method is considered a concept of how a foreign language is acquired in a specific way. Yet *Mooveez* was also transformed into a mobile application and a tablet version which helps people learn a foreign language, more precisely the English language. For those who want to learn English on their own, a methodical video is prepared where there is explained how to learn English more effective.

It could be said that the concept called *Mooveez* is considered a method as well as an application. In other words – a method used while learning English with films in a mobile or tablet application.

Mrs. Limburg claims that the method and approach of teaching and learning with *Mooveez* also comes from different concepts of methods such as Task-based learning, Communicative Language Teaching and the Natural Approach and the principle of the second language acquisition by Steven Krashen. The principle of learning English is based on encouraging learners to learn English naturally without drilling or memorizing rules or vocabulary. Mrs. Limburg also claims that these methods and approaches have proved successful and effective regarding second language learning. Concerning the methodology of the language school Stories, the teachers work with the method called Superlearning and they have an application which is intended for learning in a relaxed state. This method is a part of the application Stories.

In the methodical video there is a procedure where a woman is speaking about an effective learning. The method lies in several steps which should be followed. The first step is to listen to a certain scene while focusing on what was said. Second, a learner

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[24] <http://www.archimedes.cz/cs/*Mooveez*-74.html> 2017-10-20

should read a script in English whilst listening to the passage again. Third, it is suggested to read a Czech translation as well because learners do not probably understand every word or phrase. That is why there are the so called cultural and language notes which explain a cultural or language curiosity in an extra column. Fourth, the developers suggest that learners can make flashcards which can be saved during watching a film or a TV series. Fifth, there are also some interactive productive exercises with vocabulary and grammar sections which help revise the previous lesson or practice the language system. It is important to say that this procedure requires study and everyday practice. The developers also claim that after watching one film, knowledge of the language can be positively improved when one follows the method they developed.

The application is considered a unique aid or material for learning a language effectively with a method that can improve skills and broaden vocabulary, deepen knowledge about grammar structures and rules. Furthermore, the application shows how to master a pronunciation and suprasegmental features of English. It contains all of the functions that are needed during the process of learning new items or input.

I asked myself a question why there are suddenly so many new projects or applications or platforms for learnign English more effectively and in the lowest amount of time at the same time. The first reason could be that in the Czech Republic there are talented thinkers, polyglots or enthusiast of didactic aids who want to contribute to improvement of the quality of learning or teaching English. However, the second reason can sound more honest because today's economics is growing and people want to invest in themselves which is a great opportunity for many language schools or even ordinary people coming out with a new project for learning languages that guarantees success within the least possible amount of time. Of course, the third option implies the combination of both – sharing the intention for helping people with learning English and earning money at the same time. Therefore, the official websites should show some results of their history (the main idea, their start, their first success), reflections from the users who have an experience with their product and whether it really works or not, an area for questions and queries, explanation of how their product works and what they offer.

2.4 Analysis of mobile application *Mooveez*

Concerning the mobile application *Mooveez*, there are a few possibilities how to use it in practice. As having already been mentioned, the application works with films, and is intended for self-study or could be used at school during a lesson in a class. Thus, there are two different points of view in how the application could be analyzed. On the one hand, as a self-study material, one can study with *Mooveez* films whenever one wants. On the other hand, at school the problem is that usually an all-night film takes too much time and one has no chance to manage to watch the whole film within a lesson. It is, therefore, suggested that teacher should choose such parts or lessons in a film which are the most interesting and rich not only in vocabulary or important grammar structures, but also in pronunciation which is sometimes forgotten to be practiced.

The teacher can prepare a lesson on one of the films *Mooveez* offers and teach items of vocabulary, useful grammatical structures or pronunciation, stress, or intonation which are complicated for students. There are also plans to prepare a website for teachers where there will be lesson plans for certain films which could serve as an inspiration for teachers, according to Mrs. Limburg. One lesson plan is attached at the end of the diploma thesis. Moreover, a probe lesson prepared according to the attached lesson plan with the application will be analyzed later on in the practical part.

2.4.1 Film as a means of study

In the interview with Mrs. Limburg, it was said that the application was created by students of languages and that a film is a medium for language learning. Besides that, there was also mentioned that people are excited about watching a film they have to think about. The main aim of the founders and developers of *Mooveez* is that the more films the application can offer, the more genres and choices users or learners have. They do not focus on a specific genre or level of English, but more likely on a vast choice of a useful taught material piece where everybody can choose what they like or prefer. Nonetheless, the application has to be downloaded first. Then, one can choose

a film which one has to pay for, even within a course at the language school Stories, according to Mrs. Limburg. The application is designed for studying in a long-term course which means that students can study with the whole film, for instance with *Forrest Gump*, a couple of months. For self-study, the developers recommend to work with a film about a month.

An advantage of the application, contrary to the whole film, is that the film in the application is divided into chapters or lessons. A film is an authentic material which is not simplified and individual chapters focus on specific features of language, according to Mrs. Limburg. The features could concern with a functional or professional language, interesting vocabulary, and a specific section of grammar or with curious cultural comments. The cultural comments and notes are regarded as a significant and unique part of the application process. This is due to the students being aware of differences of intercultural expressions from an English-speaking country. These comments and notes include jokes, innuendos, and metaphorical expressions, for instance, which are not usually taught at schools.

The developers come from the statement that, basically, learners do not learn a living and natural language as spoken among native speakers at schools. The developers want the learners to be inspired by the foreign language and its beauty, variety and that the language is like a living thing – it is changing all the time, it develops itself. They want to present the language as it is depicted or shown in a film – not only words or phrases the actors say, but also interjections or sounds which they make while speaking.

Not only films, but also TV series are now a part of study in the mobile application. One of the questions with Mrs. Limburg was whether they planned to broaden the study of films to TV series or sitcoms. She answered that they considered that option and nowadays, *Mooveez* have a few TV series such as *Red Dwarf* or *Yes, prime minister* at disposal. The developers have more TV series and shows for abroad market and they work on running more shows in the Czech Republic as well. The developers also want to adapt talk shows to the application because speakers speak contemporary

language and they use some trendy words or fill their speech by internationalisms or neologisms.

According to Mrs. Limburg, motivation plays a huge significance in learning languages, especially with teenagers. A film represents a means of study which is considered relaxing, interesting, funny and sometimes informative as well. If a learner watches a film and the context is interesting from the point of view of history or geography, what does a learner do? Obviously, they are interested or curios what is going on in a film or what the actors are talking about. Therefore, they can find some information about the curiosity on the internet, which could also belong to advantages of *Mooveez*. Learners do not only study the English language, but also cultural, biographical, historical or geographical facts about a country, film, or an actor himself. Learners are lead to the so called self-autonomy which means that they are responsible for their own process of learning.

2.4.2 Methodical inspiration

Nevertheless, it is important to say that for a contributive and well-taught lesson, a good preparation is needed. On the official website, teachers have a few lesson plans at disposal and Mrs. Limburg claims that the team of methodology specialists want to prepare a training or lecture for teachers how to use the application *Mooveez* within a lesson, how to pre-teach activities, how to pull learners into the world of films and how to connect IMDB or soundtracks with *Mooveez*. The problem, or an advantage (it depends on from which point of view one looks at the situation), is that there are a lot of materials to be found which deal with learning with short clips or videos, but less materials dealing with all-night films. Therefore, the methodology specialists have to be creative and more precise regarding making up new teaching materials and lesson plans. On the one hand, the specialists can be creative and entirely innovative concerning creating activities because these materials are going to serve as a base or source for teaching. Mrs. Limburg has an inspiration for creating new lesson plans and the student's book is called *Wallace and Gromit: The Wrong Trousers* by Oxford

University Press intended for beginners.[25] On the other hand, they do not have many materials to stick to. Nevertheless, they are building a brand new concept of learning and teaching languages which could serve as an inspiration for other future concepts, platforms, methods, or mobile applications.

Interesting fact is that the application *Mooveez* is intended for learning English. However, Czech subtitles are also a part of the application which are not only for Czech native speakers learning English, but also for English native speakers for learning Czech. It sounds like an interesting and remarkable idea to adapt *Mooveez* as an application for the Czech language.

All in all, the study with films contains the same features like a lesson at school with a teacher – developing of skills and language systems, cultural facts, teaching aid, comprehension exercises or test sections.

2.4.3   Criteria of an appropriate film

According to Mrs. Limburg, not every film is appropriate for studying because every film belongs to a certain genre. Therefore, such genres, which are rich in different or interesting items of vocabulary, grammar or cultural curiosities, seem the best for adapting to the application *Mooveez*. Primarily, the methodology specialists choose a film from an offer package of a studio which owns copyrights to the film. Then, the process of multiple correction is going on which includes rewriting of speeches of actors, correction, proofreading and check by native speakers and put all into the application so that everything works. Mrs. Mataruga also claims that if they have to choose a film from a wide offer, they make their decisions based on intuition and whether a film is known, famous or interesting in terms of actors, well-known comments or vocabulary.

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[25]<https://elt.oup.com/catalogue/items/global/multimedia_digital/the_wrong_trousers/?cc=cz&selLanguage=cs> 2017-10-20

2.5 Features and functions of the application *Mooveez*

As already written, *Mooveez* combines several useful features and functions which can help in a process of learning English and which are interesting concerning a mobile application. Using a mobile phone, one can watch a film almost everywhere because no internet connection is needed while watching. Of course, downloading a film requires internet connection. Concerning technical features and functions, which are to be listed, the application offers a lot of features such as information about a film (number of items of vocabulary, number of phrases, completed lessons, or number of quizzes), observing one's overall film progress or a help guide which is situated in the right down corner. The help guide gives advice how to work with a film and with the application. Following the methodical video on the introduction page, one can learn more effectively with the method *Mooveez*. There is also an icon with asterisk which enables to stop a film and explain some curiosities about the target language or fact within a specific section and moment.

2.5.1 Script

Another remarkable feature is that there is a script in English and Czech which could be covered by a blank sheet of virtual paper. A learner can practice English understanding of a film or TV series and develop their reading skills. In the script, there is always written who is speaking at the moment. In other words, besides the name of a person next to the sentence or phrase, there is also a picture or caricature of a person who is in charge of talking so that everybody can recognize whose turn it is. Within the Czech script on the right, there is a little symbol of a plus and a tick which enables to add a word, phrase or sentence into a set of flashcards or to mark an expression as mastered. If a learner wants to get back to save an interesting expression, a film stops and the line where a learner ended becomes blue so that a learner knows where to begin again. Concerning the language in the script, on the left, the English language is given and on the right, a Czech translation is running simultaneously. When translating, one can have problems with literal or precise translation. Therefore logic of a target language is preferred in terms of grammar.

2.5.2 Flashcards

The most significant feature of *Mooveez* are the flashcards. Learners can store expressions according to their preference. Reasons for creating flashcards could be different, for instance, whether they like the expression, whether it sounds interesting or, contrarily, challenging. Whether there are new significant items of vocabulary or grammar structures, or whether they want to practice suprasegmental features to master pronunciation or a specific accent. The flashcards can be sorted out as new ones, for a revision, or be placed in the folder called favorite. On the one side, there are expressions written in English and on the other side, there is English translation. A learner can shuffle the flashcards to mix them up, or to order them chronologically. After practicing the expressions, the learner can remove cards which they had already mastered and add new ones. However, all flashcards will be saved for next time until a learner removes them from the folders. Nevertheless, with the flashcards, a learner can practice pronunciation of the target language as well as the productive skill speaking whereas a speed or fluency of learner's speech is developed and trained. The flashcards represent learning all language systems – pronunciation and vocabulary and grammar structures at the same time in a context of sentences and the whole film.

2.5.3 Quizzes

After every lesson, a learner can choose whether they want to continue watching a film without completing quizzes, or they can watch the previous lesson once more in order to listen to it again, watching with or without subtitles or create new flashcards or watch it just for fun. A quiz represents a revision of a lesson which was watched, whereas grammar, vocabulary and pronunciation are practiced. There are a few sections with a different focus, especially on the language systems and with a different difficulty. In every section, there are several types of exercises, such as multiple-choice, exercise with the word order, listening and writing practice, matching of vocabulary to a definition or completion of brackets with a correct word. Concerning grammar sections and exercises, especially accuracy of expressions is trained and developed.

2.6 Developing skills with *Mooveez*

Nowadays, in the English language teaching and communicative approach, the emphasis is put on developing of four skills, productive – speaking and writing, and receptive – reading and listening. In this chapter, it is summarized how these four skills can be developed in terms of watching films or TV series either during a self-study or within a lesson with a teacher. For a better understanding how the application works regarding productive and receptive skills, the TV series called *Red Dwarf* is chosen. The analysis deals with in-the-lesson and self-study point of view. The theory based comments of skills and subskills were taken from the book *Teaching by Principles* (Brown.)

2.6.1 Speaking

Concerning the in-the-lesson point of view, the greater emphasis is laid on speaking as a productive skill. The aim of the lesson or study with *Mooveez* is to achieve a free and fluent speech. The fact is that during the probe lesson at language school Stories, we were speaking most of the time. In other words speaking prevailed in comparison with other skills. On the other hand, during self-study, a learner does not have many opportunities to speak in terms of a dialog. However, a learner can practice speaking as well as pronunciation with the flashcards.

2.6.2 Writing

Concerning writing as a productive skill, the students use an application called *Perlit* which could be equaled to a blog or portfolio. More precisely, online portfolio where students can write various pieces of writings such as articles, reviews, blurbs, or notes. These notes are related to a film that students work with and which they upload or write into Perlit. Perlit serves as a share point for students and teachers and teachers can correct some students' essays and leave a comment for a certain grammatical or lexical structure problematic for students.

2.6.3 Reading

Reading as a receptive skill can be practiced only in terms of reading the script of an English text during watching a film regarding self-study. There are not many opportunities to train reading subskills because *Mooveez* only contains a description of a certain film. Furthermore, there is a script in English and Czech which could also be covered by a blank piece of virtual paper or fully omitted in the full screen regime. It depends what learners prefer. However, learners can find a text on the internet about a film, an actor or specific situations which go into more details. For training reading subskills, such as skimming or scanning, it is better to use the application within a lesson where teacher can be more creative and let learners read a text, article or a review about a film. Then, teachers can train with their students reading for a gist or specific information. Nevertheless, the reading skill is not developed as precisely as required.

2.6.4 Listening

According to Mrs. Limburg, listening is not considered the main skill to develop, even though learners should listen to a film more times. There, it also depends on the approach whether learners study alone or whether they acquire the language within a lesson. While self-study, learners should listen to some passages more times in order to master global understanding. However, during the lesson, especially listening for a gist and for gaining specific information is developed. All of these skills, receptive as well as productive, are explained in more details in the chapter which focuses on the analysis of a probe lesson in the language school Stories.

2.7 Developing language system with *Mooveez*

In this chapter, the language system including lexis, grammar, and phonology is analyzed, and for a better instance, the TV British series called *Red Dwarf* is chosen to depict how the individual language systems are involved in learning with the application *Mooveez*. The analysis deals with in-the-lesson and self-study point of view.

2.7.1 Vocabulary

Concerning vocabulary as one of language systems, *Mooveez* includes and works with sentences. It means that the application does not presents isolated words, but rather phrases, collocations, idiomatic expressions or sayings which corresponds with the Lexical Approach mentioned in the theoretical part. The expressions are learnt in contexts of an authentic material. According to Mrs. Limburg, learning vocabulary word by word or separately does not seem effective and motivating for learners at all. Focusing on how vocabulary is presented in the application *Mooveez*, vocabulary is given in a sequence: form first, then meaning (Thornburry:76), where first, words are shown on the screen, and students can connect a word with a picture or person whom they can see parallel with the script.

To the means of presentation of vocabulary (Thornburry:77) in the application *Mooveez* belongs a translation of the authentic speech (script) which is to be found next to the English text below a video. The translation serves as a dictionary so that the learners do not have to look up every word, or word by word in a traditional dictionary or search for some unknown expressions on the internet. Moreover, pictures, as another means of presentation of vocabulary, can be connected with the translation because the students can connect a word with a picture of person who is speaking, and whereas the words are presented both, written and spoken. The next means is represented by a definition where the application notifies when an interesting or curious expression or fact occurs. For instance, in the first chapter of the TV series *Red Dwarf*, the main character *Rimmer* is talking with Lister while repairing a soup machine. While *Rimmer* is speaking, he says an idiom: "Get it in the neck", which is explained and written in Czech as to be punished or to tell somebody off. The expressions are always marked with an asterisk to be better noticed. A learner does not have to look up the idiom at once, but instead, they can create a flashcard, and practice the expressions later which also helps learners to get vocabulary from working to long-term memory.

Focusing on the comprehension exercises with vocabulary at the end of every chapter in the application *Mooveez*, there are types of exercise which comprise

production tasks (completion – gap-fill exercises) as well as decision-making tasks (matching words with their correct translation) (Thornbury:93). In these exercises, the principle of spacing is applied. Students can also organize the flashcards according to their preferences which supports the principle of motivation and personal organizing of vocabulary. All in all, the main source of vocabulary is a film which mediates the application *Mooveez* in terms of self-study.

2.7.2 Pronunciation

Regarding pronunciation, *Mooveez* integrates suprasegmental features of a language as a studying material. Pronunciation is trained with flashcards which can be saved for later practice. A flashcard includes a sentence, a phrase or an expression where learners can practice intonation, word or sentence stress to acquire authentic diction of a language like a native speaker. The way of acquiring such diction is realized by imitation and drill exercises, especially during the lessons where the application *Mooveez* is used. The emphasis is laid on authentic pronunciation. Learners imitate the speech of a native speaker – actor – and pronounce words, phrases and sentence with a certain intonation and tone which is a similar feature with the Audiolingual Method (ALM) with regards to perfect pronunciation. On the other hand, the ALM is also associated with grammar patterns which are not highlighted in *Mooveez* in comparison to the ALM, however. Nonetheless, the point is to overcome habits from students' mother tongue, and to acquire the system of the target language with its features, mostly the features concerning pronunciation and prosodic features. As already mentioned, learners do not learn only pronunciation of words or phrases, but also suprasegmantal features, connected speech and voices which are made by the speakers. These voices include interjections or certain expressions regarding surprise, fear, interest, admiration or disappointment. According to Mrs. Limburg, a method of drilling is crucial when a learner wants to master pronunciation patterns and acquire the target language successfully. Learning by hearth, learners experience the system of a language how the language looks like or how it sounds.

2.7.3 Grammar

Analyzing the grammar part in the application *Mooveez*, grammar is learnt inductively concerning self-study. It means that when learners watch a film, they chose grammar which is included in the text (script) or contained within the sentences. Learners can make flashcards with the sentences and learn them by heart not knowing that they acquire new grammar knowledge. Concerning learning in a lesson, the students use flashcards with the grammar structures unconsciously because at the language school Stories the teachers want student to learn a short section of a film and perform it afterwards. However, first, they have to learn the sentences by heart and then perform them.

Nevertheless, grammar is practiced after every lesson or chapter in a chosen film where there are a few comprehension exercises which serve as an understanding check of a previous lesson. Grammar is usually tested by means of discrete-item tests. In other words, the knowledge that a student had learnt are tested in certain kinds of tests such as gap-fill or multiple-choice tests. In terms of the application *Mooveez*, it could be said that at the end of every chapter there are comprehension exercises rather tests. Theoretically speaking, it could handle of kinds of achievement tests or exercises which should be fulfilled in order to check student's progress (Thornbury:141). In the lesson, grammar could be explained by teachers in more details.

On the other hand, during self-study, the learner relies on comprehension exercises whether they understood well or not. The approach which is applied for grammar learning at the language school Stories as well is called guided discovery or, in other words, inductive approach[26]. Another way how to practice grammar structures is, according to Mrs. Limburg, that when present perfect is practiced, for instance, students can become an actor and tell a story about what he has done in his (actor's) life so far, what he has already achieved which is connected with the film and the film

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[26] <https://www.teachingenglish.org.uk/article/guided-discovery> 2017-10-31

character as well as with the website IMBD where important biographical information about carrier and life are listed.

2.7.4 Summary

Some interesting and significant facts were written about the application *Mooveez*. Therefore the most valuable assets of *Mooveez* should be summarized in a few points. According to Mrs. Limburg, the application has three main assets or advantages which should be definitely pointed out:

1) *Mooveez* deals with a language/target language systematically which means a user moves throughout the application and the process of learning from one point to another.

2) *Mooveez* eliminates technical obstacles regarding software devices which refer especially to playing a certain section or expression one more time or creating a flashcard without searching it in the whole film.

3) Soundtracks from a film are authentic which makes the language acquisition easier. In other words, *Mooveez* works with an authentic material which contains natural speeches of native speakers within a context.

4) The script serves as a bilingual dictionary and users do not have to search a word, phrase, collocation, idiomatic expression or a cultural curiosity in an ordinary dictionary or on the internet.

3 Probe lesson: School of Rock B1 level

The aim of the analysis of the probe lesson is to find out how teachers can work with the application *Mooveez* within a lesson and how it is useful for developing certain skills in language learning process. Then, it is showed what advantages or disadvantages the application could have while integrating it as a teaching material during the process of teaching.

First of all, there was a possibility to take part in a probe lesson at the language school Stories which was free and everybody could attend the lesson after confirming the event on Facebook.[27] As being mentioned, the language school Stories works with the application *Mooveez* and uses it during the lesson as didactic aid and handy teaching material. The developers of the application decided to use *Mooveez* within a lesson because it turned as a successful teaching material and according to Mr. Limburg, students in the language school like it and it increases extrinsic as well as intrinsic motivation to learn English. *Mooveez* has also become a great source of vocabulary which is used in context, with correct pronunciation, owning to native speakers, and is connected with grammatical structures. In the mobile application, features can be seen with the film *School of Rock*. There is some information which is crucial for working with the film either for teachers or for students.

Information about the film *School of Rock*[28]:

1) difficulty	- medium (B1, B2 level)
2) time spent with watching	- 104 minutes
3) amount of words	- 1726 words
4) amount of phrases	- 2122 phrases
5) amount of quizzes	- 72 quizzes
6) amount of lessons	- 14 lessons
7) price	- 449 CZK

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[27] Created Facebook event : Ukázková lekce angličtiny s *Mooveez* pro úroveň B1 (2017-21-08)
[28] mobile application *Mooveez*: Film - School of Rock

The film *School of Rock* staring Jack Black first emerged in 2003 in the USA. It is a musical comedy about an unsuccessful rock singer who starts teaching at primary school as a substitute teacher. He starts working there on purpose to change the class at school into a rock band.[29]

3.1 Levels of the target language concerning the application *Mooveez*

Concerning learning English with *Mooveez*, in the language school Stories, in the previous part there was mentioned that Stories offered a possibility of taking part in a lesson using the application *Mooveez*. To every lesson, a lesson plan is prepared for a certain film which is chosen for a specific level of English knowledge. In the application *Mooveez*, the levels of the target language are not labeled according to the Common European Framework of Reference for Languages, but according to difficulty of an individual film. Nevertheless, referring to the film *School of Rock* (B1 level), it should be mentioned what features of the common reference levels scale of B1 level in the Common European Framework of Reference for Languages should contain:

"Independent user (B1 level) can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans."[30]

3.2 Reflection of the lesson according to provided lesson plan

The reflection of the lesson is based on the provided lesson plan which is also attached at the end of the thesis. The analysis pays attention to the integration of the application *Mooveez* into the lesson, how the teacher can work with the application and how the language system and skills are developed. The interview Mrs. Limburg

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[29] <http://www.imdb.com/title/tt0332379/> 2017-11-01
[30] The Common European Framework of Reference for Languages: Learning, Teaching, Assessment. PDF version [online]. <https://www.coe.int/t/dg4/linguistic/source/framework_en.pdf> 2017-10-05

gave, she claimed that in their lesson at the language school Stories, the teachers prefer the CLT approach. According to Mrs. Limburg, the methodology specialist, who works in the language school Stories and is responsible for creating lesson plans, Stories provides lectures for teachers regarding not only the essential information about *Mooveez*, but also how to handle and work with the whole application and implement it into the educational process

3.2.1 Abstract

The reflected lesson was set in the language school Stories on 28st of August from 5 pm until 6 pm in the afternoon. Originally, the lesson was free to take part and regarded a probe lesson for later planned courses at Stories. The lesson was designed for teaching groups and one-to-one courses. In that lesson, there was only one student with the teacher. For the activities, a tablet and a whiteboard were used. The connection to the internet was also needed because the teacher used a song from a YouTube channel and a webpage with the review of the film.

The aim of the lesson was not mentioned in the lesson or written on the lesson plan. However, there is an overall plan written on the lesson plan which suggests that vocabulary, pronunciation and speaking skills will be developed (up to three aims). The lesson was divided into three stages and the student was supposed to work and develop her skills with the application *Mooveez*. Based on the application, many activities within the lesson were designed or adapted according to the film which was prepared as well. As already mentioned, the film was called *School of Rock* and was prepared and adapted for the level of English B1. The teacher did not work with the whole film, but she chose a short part (a chapter) from the film and worked with that part together with the student. The film was interconnected with the song by *AC/DC: It's a Long Way to the Top* which served as an introduction to the whole lesson.

The lesson was directed to develop mainly communicative competence, speaking and listening and to learn new items of vocabulary regarding a topic discouragement.

3.2.2 Analysis

A detailed analysis of the whole lesson was chosen so that it could be shown how a lesson with the application *Mooveez* looks like and how teachers can use it within a lesson together with prepared activities.

At the beginning of the lesson, the teacher opened the discussion about the film which was headed in the title of the event by the language school Stories. As a warm-up activity, the teacher chose brainstorming and eliciting of basic information about the cast, background of the film, a short gist and the main idea of the film. For working with the film and soundtracks, a tablet was used as didactic material with access to the internet and to the downloaded application *Mooveez*. The first activity seemed a little bit different from the instructions on the lesson plan. According to the lesson plan, students were supposed to guess the film from a plot summary based on an article from IMDB website. As the student knew some information about the film, the plot summary prompt was not needed. However, students could practice their reading skill.

After the warm-up activity, the teacher gave instructions to the next activity. The student was supposed to listen to a song, close their eyes, enjoy the music and listen to it for a given amount of time. The teacher said that the student should think about the feeling which the song evoked and whether it was enjoyable or provocative. She comprised a relaxed technique where the student listened to the song first so that they feel comfortable and relaxed and focus only on the feeling which the song, rhythm and lyrics could evoke. That listening activity was not about understanding lyrics or informational background, but also about raising feelings connecting the song. After the listening activity, the lead-in part was realized. The teacher started eliciting vocabulary concerning expressions like anger, rebellion, a feeling of energy, freedom, resistance, and certain sexiness. The vocabulary was written on the board and was presented there as a mind map.

After lead-in phase, the first listening activity with the application *Mooveez* was set. The student could work with the teacher and try how *Mooveez* worked and how to manipulate with certain functions below the film. First, the teacher gave instructions to listen to the film with the three listed questions below and the student was

supposed to try to understand and answer the questions. Then, the student listened to it again with English subtitles (follow-up) which were uncovered after the first listening. Finally, the student listened to the section one more time for checking the understanding with the possibility of watching with both, English and Czech subtitles. The teacher used top-down listening strategy during the first part of the listening activity. After the first listening, she elicited the vocabulary from the part of the film the student watched. She elicited the gist, general information concerning the part of the film. On the lesson plan, there is written that student is supposed to analyze Dewey's anti-pep talk which was not explained or mentioned in the lesson. Yet according to the Cambridge online dictionary, pep-talk stands for "a short speech intended to encourage people to work harder or try to win a game or competition.[31]" The teacher said that if students did not understand anything, she would play the section as many times as necessary so that the student understands the speech and the context.

The questions to that listening activity were:

- What is Dewey's message to the children?
- Who does he mean by "*the Man*"?
- Who or what is *Shamu*?

The three questions suggest the top-down, or conceptually driven, listening processing where first, general information is required and then, the teacher requires extracting more specific information and works with smaller units of the language such as words, syllables or suprasegmental features afterwards (Brown:299). The teacher also put a question about a cultural curiosity which *Mooveez* provides as well. Students can develop not only their skills, but also knowledge about countries the films originated from. Again, there was no article about *Shamu* which would have been a perfect practice for reading skills and subskills.

The next activity focused on stress and intonation patterns. First, student could choose a part which they liked the most (approximately six sentences) and saved them

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[31] <https://dictionary.cambridge.org/dictionary/english/pep-talk> 2017-11-02

on flashcards for practicing the intonation and stress patterns and try to learn the phrases by heart. The aim was to sound as authentically as the voice of the actor. The teacher encouraged the student to put emotions and some angry energy in the practice if possible. Second, the teacher returned to the film passage again to play the chosen part so that the student could perform what they had learnt on the passage. She muted the voice, but she left the English script uncovered as prompt for the student. The aim of this activity was to try to dub a passage, which was chosen and where, mainly, the pronunciation patterns were practiced as well as to be in a role of an actor, of a dubbing artist. This exercise raised student's motivation and interest and the teacher also tried to encourage the student to put energy and passion into dubbing to sound like a native speaker. There was shown how pronunciation and speaking could be practiced even at home.

In the end, the teacher set another activity with a role-play where the student was supposed to be the main character or actor. The student had to use saved phrases to discourage the others, but in different context. For instance, when somebody was complaining all the time and did nothing to change things to be better. At the end of the activity, it was suggested that the student should do the exercise at home and practice the intonation and stress patterns repetitively.

During the activities, no grammar rules were explained. The method *Mooveez* suggests that students should learn the language naturally, spontaneously while having fun. Grammar is explained and trained after every lesson in the application. Concerning the method of using language in the lesson, the elements of ESA method was used.

The source of vocabulary in the lesson was the teacher and the film saved in the application *Mooveez*. *Mooveez* is to be designed for learning in chunks so that the vocabulary is not learned isolated, but in context with other words, collocations or idiomatic expressions which could be saved on flashcards and be practiced by students as intensive as the students want.

For pronunciation training, the teacher used a drilling technique with the focus on suprasegmental features, especially on intonation of sentences. The aim of the

pronunciation training was to acquire as authentic language as possible which was supposed to be produced and performed by the student. The teacher used the method of drilling which was based on regular repetition and imitation of a language so that the student sounded authentic like a native speaker. She let the student to learn a few sentences by heart and perform them at the end of the lesson. She also encouraged the student to repeat the performance more times for better acquiring of correct pronunciation and intonation.

At the end of the lesson, the teacher invited feedback in Czech. A discussion about the lesson and the usage of *Mooveez* was conducted.

3.2.3 Alteration

In this part of the reflection, some suggestions and comments are mentioned concerning the lesson, the choice of film and the way of teaching.

According to my impression regarding the difficulty of the film, prepared lesson plan and the way of teaching, I would suggest that the film could be intended not only for level B1, but also for B2. It may depend on aims of the lesson, preparation of a teacher and chosen activities what level the teachers should be focused on. Regarding the aim of the lesson, I did not notice it in the lesson plan or during the lesson. *Mooveez* represents a remarkable teaching material for increasing student's motivation and aims of the lesson. However, there are some suggestions how the aims could be written:

1) Students are able to use the items of vocabulary regarding the topic discouragement in the conducted role-play at the end of the lesson.

2) Students are able to learn falling/rising intonation from the individual parts of the Dewey's speech and imitate it according chosen voice passages on their flashcards.

3) Students are able to speak about their feelings, emotions and situations using the items of vocabulary concerning the topic discouragement.

If the aims based on the performed lesson were written like this, they would be certainly fulfilled. Vocabulary concerning the topic discouragement was provided by

the teacher in the lead-in phase as well as in the part of the film. Items of vocabulary were written on the board. The teacher elicited some new words and tried to encourage the student to give their own explanation or definition of the words. However, a revision of new words was missing at the end the lesson. The teacher could elicit the new learned words before the lesson ended and used the strategy of spacing concerning new vocabulary so that the words could transfer into the long-term memory.

The main objective is also crucial for an overall plan and intention of what the students should learn in the lesson. Nevertheless, the prepared activities meaningfully and strategically followed each other and were enriched with songs and a role-play performance.

Concerning the productive and receptive skills, speaking and listening prevailed during the lesson, whereas reading and writing were covered sporadically. The receptive skill reading was prepared and can be seen on the lesson plan, but it was not used during the lesson. For balancing all four skills, the reading skill could be developed on an additional material such as an article about a prepared film or an article about a style of rock music which could be discussed afterwards. Concerning the productive skill writing, the students could write homework about their own pep-talk, or a review about the film *School of Rock*. Nevertheless, working with *Mooveez* during the lesson was an interesting experience. Surprisingly, the most valuable part was that a relative large part of the lesson was comprised by pronunciation training – not only correct pronunciation of individual words, but also suprasegmental features of the language such as stress or intonation. The most valuable part of the lesson was the pronunciation training in my personal opinion.

Regarding the performance of the teacher, she seemed well-prepared for the lesson and skillful with the application. She looked confident in what she was doing while using the application. She also said that if she prepares a part from a movie in details, the application *Mooveez* helps her a lot during the lesson due to a lot of activities, practice and tests which can be based on it. It occurred to me that student talking time prevailed over teacher talking time which was essential for practicing the new items of

vocabulary, expressing thoughts and practicing the pronunciation. The teacher was eliciting opinions, suggestions, information about the film or feelings while the student was listening to the song by *AC/DC* and was encouraged to speak which I evaluate positive and contributive.

4 Different innovative projects for learning English

In this section, several platforms and innovative projects will be presented with the main focus on learning English and analyzing the similarities and differences these projects have with the application *Mooveez*. It has to be said that *Mooveez* remains the only unique application with an opportunity to watch all-night films and learn English regarding vocabulary, grammar structures and pronunciation training at the same time. Furthermore, this section focuses on features of other applications or platforms which are either similar, the same or completely different from the application *Mooveez*. Nevertheless, the chapter offers only a general overview of some recent projects which were created for purpose of helping people with learning English. And as the diploma thesis is called *Use of film applications in English language teaching*, film applications should be preferred and presented. However, some other remarkable and innovative projects are worth mentioning, even though they do not primary consider with films.

Nevertheless, this section provides an overall overview which could serve as material for another interesting thesis or paper where two or more applications could be analyzed in more specific details.

For the analysis, only programs regarding learning English are analyzed. Basically, there are more programs and applications for various types of languages. However, this thesis deals with specific focus on use of film applications in the English language learning and teaching – *Mooveez*.

Furthermore, most of the platforms are available online and requires a fee or buying a course of a foreign language. Moreover, these platforms also focus on self-study at home which also requires some skills concerning technological literacy.

4.1 *Mooveez* and other projects

To start, *Mooveez* is still considered the only platform for watching whole films with interactive exercises and functions within one application. Furthermore, *Mooveez* is the only Czech platform for learning English awarded by British Council. Of course, nowadays it is challenging to think up and come up with something which becomes unique, innovative and different from other things which had been there before. Nevertheless, it is necessary that all these platforms, approaches, or methods should contain all the skills and language systems which one needs to have a command of a target language or to master in a target language.

In the theoretical part, there was mentioned that in the post-communicative approach, the focus is chiefly aimed on authentic material which can be found in real-life situations such as a dialog in a restaurant, podcasts on the radio, films or TV series or shows, small talks or in authentic texts and books. All the platforms or apps try to build their courses or learning/teaching English on authentic material. Nowadays, the trend is to watch videos on our own at home because this is a place where people feel comfortable and they are under no pressure. These features and perks of being self-educated are emphasized in most of the introductions videoplatforms which are going to be mentioned later on.

The criteria for analyzing of different applications or platforms and comparing them to *Mooveez* were considered according to their technical and methodological approach and their merit to the whole concept of English learning. The platforms and applications which are mentioned below were chosen because they offer a different innovative way of learning a foreign language. They also provide an opportunity of self-education or suggest procedures how to improve knowledge of the English language with a certain strategy. The aim of providing such information could be hidden in the approach or learning theory of being responsible for the process of learning.

As it has been already mentioned in the interview, *Mooveez* seems the only application which focuses on learning English with all-night films. It means that there is no application which would be the same or similar to *Mooveez* concerning the whole

structure and methodology of *Mooveez* itself, as far as the methodology specialists know.

4.2 List of innovative projects

Programs concerning with learning English via videos or movie clips, not all-night films, are *English attack!, BBC Learning English* program, *TED talks* and *EngVid*. Applications which are available for free for mobile devices are *BBC Learning English* program, *TED talks* and *EngVid IELTS*. An e-learning program which tries to teach from videos is for instance *Easy Lingo*. A very positive success has been made when emerging a new student's book which is called *Improve Yourself*. Accept the last mentioned, the other projects are pointed out because of a possibility of self-learning.

4.2.1 English attack!

English attack! belongs to one of many platforms on the internet which concerns with learning English. The developers claim that *English attack!* is regarded an effective approach how to learn a language while having fun. It was created by gaming experts together with teachers and neuroscientists. The approach comprises watching movie clips and playing language games so that learning a foreign language motivates learners not only by watching the latest movies, but also with combination of fun.[32] This platform is also used as an e-learning program in language courses at Tutor where students have an opportunity to use it for free within offered courses.[33] *Mooveez* has the same opportunity within the language school Stories.

4.2.1.1 Comparison of Mooveez and English attack!

According to Mrs. Limburg, this platform for learning English, which is available on the internet only, could compare with the application *Mooveez*. Yet with the difference that *Mooveez* concerns with all-night films whereas English attack focuses on movies clips. Movie clips are shortened parts of movies, which usually take a couple of

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[32] <https://www.english-attack.com/about/about> 2017-11-05
[33] <https://www.tutor.cz/e-learning/> 2017-11-05

minutes. These clips might be comparable to lessons in which a film in *Mooveez* is divided.

Accept watching short clips of movies; learners can train their vocabulary in the section called *Photo Vocab* where learners have a choice to practice either basic vocabulary or advanced. This section is designed as a game which seems an interesting combination and innovative ways of learning English. Following the previous statement, to Mrs. Mataruga claims that playing games, watching films, and listening to the radio or podcasts can improve English language and broaden vocabulary. However, this section has mostly nothing to do with the clips learners watch. The clips have their own comprehension exercises, vocabulary and grammar practice.

To sum up, *English attack!* works with short clips of films, though not with the whole films like *Mooveez*. *English attack!* could be comparable to the e-learning program called *Easy Lingo* which is described below because both platforms have similar features concerning setting (making progress, comprehension, vocabulary and grammar practice).

4.2.1.2 Common features

Both, *Mooveez* and *English attack!* websites, have a similar design of presentation of their product on their official websites. They divide individual topics or parts of their product into different sections with a different color. Both offer their products under conditions of charging a fee for buying a film or learning program. However, both projects share the same enthusiasm for helping learn and improve foreign languages.

4.2.1.3 Different features

Even though my hypothesis about compatibility of *Mooveez* and *English attack!* was that they are very similar in use and design, English attack differs from *Mooveez* in many features and contrarily, *English attack!* can be regarded as another unique platform for learning English. There are some features listed which are dissimilar to *Mooveez*:

English attack![34]	*Mooveez*
1) a platform which can be only used on computer or tablets	1) an application which is available for mobile devices and tablets
2) learners can set their own setting for making progress	2) on the very first page of the application there is a chart of progress overview
3) it offers three different ways of learning English – watching films, playing games, practicing vocabulary - they are not connected though	3) *Mooveez* enables creating flashcards where the language systems can be practiced and all of them are connected
4) learners cannot continue in other activities or comprehension without finishing the previous ones	4) learners can continue without any obstacles and get back to a lesson they omit whenever they want
5) the platform has no methodical video, but explanatory notes under every sign with a question mark instead	5) *Mooveez* has a methodical video where every step of how to use the application is explained as well as how to learn more effectively
6) the platform offers not only movie clips or TV series, but also music videos	6) *Mooveez* offers all-night films, TV series and documentary films
7) the platform offers a subscription also for teachers and their students	7) users can choose from three ways of subscription – for free, club and premium
8) movie clips are marked with the label of CEFRL (beginner, easy, intermediate, advanced)	8) movies are listed according to difficulty which means easier, medium, hard

4.2.2 *BBC Learning English* program

BBC Learning English belongs the one of the most known websites for learning English. First, it has to be mentioned that this website focuses on materials for learning English as a foreign language and is intended for non-native English speakers and for

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[34] official website of *English attack!* platform

those who want to improve their English language. Second, described below is how this platform works and what features these two mobile applications and websites have in common and contrarily, what they differ in.

The blog was created in 2009[35] and nowadays it belongs to a favorite teaching and learning material. According to contents of the website, it could be used for self-studying because there are particular layouts or courses which are designed for learners of all levels. It is a website where the presenters and editors recommend and advise how to use the language for everyday use.

4.2.2.1 Comparison of BBC program and *Mooveez*

Comparing the BBC platform with the app *Mooveez*, the platform has been successfully working for many years and the biggest advantage is that it is considered well-known with many supporting programs and websites. On the other hand, *Mooveez* achieved success when winning the award by British Council and raised public awareness of this application and a specific method which the method specialists were about to spread. The main difference between BBC podcasts and *Mooveez* is that BBC is concerned with learning English from videos and podcasts, but on the other hand *Mooveez* builds their method on watching all-night films. Furthermore, *Mooveez* claims that one can spend up to a month with the procedure of learning with one film. However, BBC deals with short videos where the language systems are stored in different categories (vocabulary, grammar, pronunciation) and which are posted approximately once a week.

4.2.2.2 Common features

Firstly, as BBC and *Mooveez* have free applications at disposal, the following points and notes are considered from the point of view of a mobile application. Some common features are listed below:

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[35] <http://www.bbc.co.uk/blogs/aboutthebbc/entries/43025315-9ed1-30fe-afbb-c1c9d5c32dba> 2017-11-06

1) application for a mobile phone with a possibility to save sentences or phrases with their voice track for later training of pronunciation

2) downloading the application is available in Google Play or App Store for mobile devices and is downloadable for free

3) promotion of both applications on famous or well-known websites and social media as well as on official websites

4) both applications have transcript in English at disposal as well as extra downloadable materials which are accessible on the official websites

5) both consider with language systems (vocabulary, grammar, phonetic features) and explanation of some cultural or language curiosities and facts about English speaking countries which could be used in lessons at schools and language schools as an additional study material

6) interactive exercises which practice previous chapters and check whether learners remember and understood grammatical structures or given items of vocabulary; the types of comprehenson exercises which check the understanding of individual language systems are mostly contained from decision-making tasks or completion tasks – multiple choice, true/false,…

7) available materials could be used at schools or for individual purposes or they could be used at schools as a teaching aid while teaching skills or subskills

4.2.2.3 Different features

Second, two application cannot be completely the same. Therefore, features in which BBC program and *Mooveez* differ are scheduled in individual points for better clarity and overview.

BBC[36]   *Mooveez*

1) more supporting materials on websites and social media 2) many sources of practice and	1) flashcards for learning vocabulary, phrases, idioms, and suprasegmental features

[36] official website of BBC learning English; mobile application Learn English Conversation – Listening & Speaking (Google Play Store – mobile phone)

download links	2) flashcards are stored and available for later practice
3) exercises and videos are available on computer	3) users can choose between a monthly fee or full price for a film
4) courses for self-study are for free	4) varied range of film genres and series
5) vocabulary is presented in chunks or collocation while the presenters are speaking	5) coherent structure throughout the film
6) many videos with learning materials	6) only some chosen films, TV series and documentaries are for free
7) some items of vocabulary are isolated 8) no flashcards	7) *Mooveez* is available only for tablets and mobile phones
9) several minute long videos with exercises in most cases	8) vocabulary is always presented in sentences or chunks
10) videos in the mobile app that were seen are marked as watched	9) all-night films divided into smaller units (lessons/chapters) with exercises

4.2.3 Easy Lingo

Another phenomenon, which was created especially for Czech students, is called *Easy Lingo*. It is a part of the project *Online jazyky*. This project specializes on e-learning programs for self-study, schools, and companies. Nonetheless, this e-learning program guides those who want to educate themselves on their own; for schools it serves as a guide or material for teachers, and in companies, it is used as a an e-learning education for employees.

According to the demo version, which could be downloaded for free on the official websites of *Online jazyky*, they promote the method of learning language because one can set their own tempo, repeat the parts which were challenging, learn without stressful moments and feel comfortable at home. This app seems very similar to

Mooveez in terms of functions and looks of the platform. However, *Easy Lingo* does not work with films, but with topics including vocabulary sections, grammar parts, and pronunciation trainings with many exercises. Another point suggests that *Easy Lingo* is intended to all categories of learners. What could be taken as advantage is that *Easy Lingo* offers a vast range of courses – not only common English learning courses, but also courses with professional English such as business English, English for doctors or vocabulary for a certain level.[37]

Mooveez, on the other hand, provides a wide spectrum of films or series with many opportunities and free choice or preference what a user likes. This could be taken as a positive feature of extension of vocabulary in natural environment, typically, natural fluent speech with contextual references.

Easy Lingo[38]   *Mooveez*

1) the platform is available on computers	1) *Mooveez* is available only for iPods and mobile phones
2) the price depends on individual courses (between 890 -2790 CZK) which is comparable to a course at language schools	2) the price depends on choice what program one would choose
3) progress of knowledge is shown in a table in the platform	3) learners can check their progress in percentage which includes accessible information about films they have already watched
4) the platform is designed as course for a certain level, therefore grammar, vocabulary and pronunciation are practiced	4) *Mooveez* tries to focus on language as natural process – of course there are practical exercises after every lesson which test vocabulary or grammar knowledge and some skills
5) *Easy Lingo* is designed especially for	5) *Mooveez* is designed for self-

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[37] <https://www.onlinejazyky.cz/eshop-kategorie-kurzy-anglictiny-online-pro-samouky.html> 2017-11-08
[38] official website of Online jazyky; Easy Lingo introduction video

self-learners, but there is a possibility to pay extra lessons via Skype with a lector	learners as well as for teaching groups or individuals
6) there is a possibility of making a certificate about successful passing a level of English	6) there is no possibility of getting a certificate
7) a section with explanation of cultural curiosities	7) a section with explanation of cultural curiosities
8) the platform is written in Czech, but there is a possibility to mark a text which will be translated later on	8) translated words, sentences and a possibility to cover a text

4.2.4 Innovative student's book: *Improve Yourself*

It seems obvious that a student's book cannot be compared with an online platform or an e-learning program. However, a relatively new student's book was published by two students of grammar school Jakub Jan Fiala and Ondřej Kočan in 2014[39] when participating in the presentation of didactic aids called SOČ. According to the authors, they had a feeling that they did not acquire anything new at school and the process of learning and teaching at school seemed ineffective to them. They wanted to be in touch not only with the Standard English expressions, which are taught at schools, but also with colloquial English, slang expressions, or cultural curiosities of an English speaking country. The students wanted more insights to the contemporary living English language. It is regarded a reason or motive to step aside from traditional ways of learning or teaching a language and start a brand new project which differs from something that learners already know.

Yet there are some original ideas that can make the English learning more pleasant. The student's book interacts with modern technologies such as computer, tablets or mobile phone where additional material can be found. *Improve Yourself* contains a

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[39]Improve Yorself. Studenti studentům. Downloadable material.
<http://www.improveyourself.cz/wp-content/uploads/2016/12/O-Projektu-Improve-Yourself-Klikn%C4%9Bte-pro-sta%C5%BEen%C3%AD.pdf> 2017-11-09

specific feature called QR code which leads the student to additional information with interactive exercises. The interesting parts contain the so called by the way sections that serve as a handy source of new vocabulary, and where useful information about a given topic is described. The parts of the student's book are also enriched by expressions from spoken English which are needed in everyday English conversation.[40]

Even this student's book tries to offer students something new, something alternative which they cannot normally see or hear during a regular English lesson at school. Another advantage is that this student's book comes from teenagers who desired to change the world of English learning so that it can be more interactive and interesting for young learners to learn English.

4.2.5 Summary of information

The list of provided applications, platforms, projects or a student's book was chosen so as to highlight that nowadays, students of foreign languages have many opportunities and innovative modern technologies to study such foreign language they tend to. However such projects were chosen according to personal preferences based on experience with some applications and projects. Then, the projects were chosen according to similarities which are listed in every section of comparison with the application *Mooveez*.

An interesting fact is that three of the projects were created by Czechs originally for Czech students in comparison to BBC or *Englishvid* which focus on providing English lessons or materials by native speakers via videos for non-native speakers. Another curious fact about these projects (*Mooveez*[41], *Easy Lingo*[42]) is that they suuggest that working with English 20 minutes every day is enough to master the language so that one is able to communicate at a certain level.

All in all, motivation and desire to change the way in how people learn English is the main role in previous examples of innovative solutions of learning English. Fact is that

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[40] FIALA, Jakub Jan, KOČAN, Ondřej. Komplexní učebnice anglického jazyka Improve Yorself. Kadaň 2015/2016. Středoškolská odborná činnost.
[41] <http://www.Mooveez.com/cs/> 2017-11-11
[42] <https://www.onlinejazyky.cz/anglictina.html> 2017-11-11

nowadays, there are so many learning programs and offers of language courses, applications or platforms at disposal that learners can choose from various ranges of offers according to their preferences.

4.3 Reviews from users about the application *Mooveez*

During analyzing *Mooveez*, I started to ask my peers and people who were learning English via applications, whether they have ever heard about the application *Mooveez*. Nobody from my colleagues or friends had heard about it before. The reason that many people do not know about the application could be a lack of promotion or publicity of the information there is a mobile application which deals with a unique method of learning English via watching all-night films. Mrs. Mišáková said that they presented *Mooveez* on the official websites, on Facebook, lectures, seminars or workshops, or in the language school Stories. Furthermore, information about *Mooveez* appeared on the websites of British Council as well as in an interview about *Mooveez* which was made with Mrs Limburg via British Council webinar[43].

However, according to app reviews, which are freely accessible in the application *Mooveez* in Google Play store and which are to certain extend indicative, the price for downloading one film is often regarded as off-putting. Nevertheless, some users appreciated the work which has been done by the developers and team of translators, methodology specialists and designers of *Mooveez*. Therefore, they agreed that the price per film is adequate. Furthermore, *Mooveez* does not contain only films to watch, but also a comprehension of exercises, vocabulary and grammar explanation. It also involves cultural facts of a country or target language of a certain chapter within a film. The developers do not sell only films, but also teaching material which could be equaled to a student's book, course book or to a language course.

Another opinion was given on the issue of learning English on devices such as a mobile phone or a tablet. On the one hand, it seems to be a good point to consider whether to think about computer involvement or not. On the other hand, nowadays almost everybody in first world countries uses their mobile phone more than daily. Therefore, people can learn almost anywhere while watching a film on their mobile devices. The aim of the application is to practice English as much as possible, preferably every day for 20 minutes.

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[43]<https://britishcouncil.adobeconnect.com/_a917587435/pqylf5aoyi8l/?launcher=false&fcsContent=true&pbMode=normal> 2017-11-11

Today, the developers are working on a version of the application *Mooveez* for more languages such as French, Russian, Spanish or German owning to a huge amount of interest and specific requests for these languages exist. The users appreciate especially the various ranges of genres and films they can choose from. They also appreciate the idea with flashcards where a user can play a sentence or expression over and over again and does not have to look for a phase they liked. Some users put emphasis on a sophisticated system of the whole application and relatively easy manipulation which is regarded important too when one wants to learn a language via a mobile application.

4.3.1 Financial requirements and support

Regarding the profit gained from the amount of sold films, there have to be certain points that have to be followed according to Mrs. Mišáková. The success always depends on satisfaction of users as well as on a sophisticated and useful product. *Mooveez* seems to be a sophisticated and highly-developed product which helps people learn a foreign language through watching films. Mrs. Mišáková also claims that if they want to be successful and gain profit, they have to feature with a perfect product with perfect content and the potential users have to be informed about such product. The developers of such a product have their business plan which is fulfilled under certain conditions so as to achieve intended success. Moreover, the concept of *Mooveez* is financed by the company *Archimedes Inspiration*.

4.3.2 My personal opinion and feedback

In this section I would like to express my personal opinion and overall impression about the application *Mooveez*. According to Mrs. Limburg and Mrs. Mataruga, feedback is regarded very valuable in terms of developing and improving the application and the method further. The fact is also that the application is constantly developing and feedback from users represents a way of future development of the application. The developers and methodology specialists gain feedback from Google Play store, Apple's Appstore, a Facebook page or from students in the language store

Stories. According to Mrs. Limburg, it is also demanding to get feedback from users of the application. Therefore they have to rely on comment sections.

Concerning my personal feedback and overall impression of the application *Mooveez*, the application has a bright future in terms of learning English and hopefully, other languages. Personally, what I appreciate the most is the way of how the application works and how technical and didactic features are connected. Regarding the design of the application and the fact that there is a bilingual script with caricatures of actors who are speaking right now of which I consider well arranged, clear and easy to follow. Concerning didactic point of view, I also appreciate the comments and alerts on specific language or cultural curiosities which emerge immediately when an actor utters them. The most valuable contribution of the application, according to me, is the development of prosodic features – segmental and suprasegmental features of the target language. The original sound together with a possibility to create flashcards with the original sound and diction represent a marvelous way how to master the system of the target language.

It brings me to the notion of using the application within a lesson where the learners have guidance and immediate feedback from the teacher and the activities are switched. Moreover, the learners also have a possibility to train their speaking skills and use new vocabulary immediately. Otherwise, in terms of self-study, learners have to have certain self-discipline to study with the film as it is suggested in the methodical video. It is truly up to them and their dedication to learn English with films.

Considering these features effective, they can be properly realized mainly within a lesson with a teacher. Consequently, I have not found a way how to check my pronunciation progress regarding my self-study, or whether I pronounce the words or phrases with a correct prosodic features at all. It seems that it is really up to a user whether they feel satisfied with their performance to tick a flashcard with certain sound expressions as mastered. To apply the same criteria on the section with comprehensive exercises, which follow after every lesson within a film, users can check their knowledge perfectly fine. They also have a certain feedback at disposal which is given to them immediately after finishing an exercise at the end of a chapter.

In the section of facts and language comments while a film is playing, I would also appreciate if there were, for instance, synonyms of words, phrases or idiomatic expressions in English, not only in Czech. I agree that a Czech translation or explanation belongs to the best way how to understand a word or a phrase properly. Yet it would be valuable and contributive to label a synonym or a synonymous phrase in English. Consequently, the association between words and phrases would increase and users would be exposed to the language even more.

The price for one film seems adequate because a user can spend up to a month dealing with one film. Furthermore, I agree with Mrs. Limburg's opinion that a price for buying one film could be compared to a buying a textbook or to a third of the price of a language course. Moreover, a user has a free choice of various ranges of genres which could be chosen according to user's preference. Besides that, the motivation to learn increases because a user is exposed to something that they enjoy and consider it not a waste of time. On the top of that, they use a mobile device which they carry by themselves all the time.

Conclusion

The diploma thesis with the title *Use of film applications in English language teaching: Case study of the mobile application Mooveez* deals with the analysis of the software application called *Mooveez*. This application was chosen because it was the only application worldwide which focused on learning English with all-nights films. Besides that, *Mooveez* was rewarded by British Council in a category called Digital innovations which is responsible for recognizing new innovative projects and approaches to the ELT. Therefore, the main impulse arose from the idea of analyzing such software application, and the essential aim was to analyze *Mooveez* from different points of view.

The thesis is divided into two parts which are interconnected, namely a theoretical and a practical part, and which are further branched into several sections. Concerning the theoretical part, there are theory based pieces of information where practical notes and comments come from. The theoretical part deals with theory based information such as a list of methods and approaches which associate with the notion and concept of *Mooveez* and which are used either in terms of self-study process, or integrated in a lesson. *Mooveez* seems to serve as an effective method as well as an efficient teaching aid helping the teacher and students the process of teaching and learning. Integrating *Mooveez* into a lesson, it could develop language skills and broaden knowledge including the language system meaning vocabulary, grammar structures, and the most importantly pronunciation and suprasegmental features of the target language.

Moving to the practical part, it is divided into three main sections which are based on theoretical information within the theoretical part. Besides that, there is an analysis of the mobile application *Mooveez*, interviews conducted with the methodology specialists and developers by *Mooveez* and the language school Stories, and the reviews gained from the Google Play store. The first chapter focuses on the idea of *Mooveez* being regarded as a unique method of learning English with all-night films. Furthermore, *Mooveez* is analyzed from the point of view of a technical application used mainly for mobile phones and tablets.

This analysis led to the notion to try *Mooveez* or test it within a lesson. The aim was to find out whether that application was suitable for lessons, especially at schools or language schools, and whether it could be regarded as a useful, efficient and motivating teaching aid for intensifying of the ELT process. Therefore, the next chapter includes information about a probe lesson with the film called *School of Rock* which was intended for the level B1 according to the Common European Framework of Reference for Languages. The chapter depicts details about using and working with the application during 60-minute lesson. The analysis approaches to the probe lesson from different perspectives. Nevertheless, a reflection and feedback were also attached.

Another aim was to find out whether the application could be used not only for self-study, but also for students at schools or language schools. The application has been proven successful during the probe lesson in the language school Stories. Pronunciation practice, prosodic features and authentic language are regarded the most valuable contribution of this application. Nowadays, pronunciation training and prosodic features are often neglected either because teachers consider them not so important to be taught or they do not know exactly how to teach pronunciation properly to encourage students to acquire pronunciation like native speakers.

Another contribution of this application is that users or students, who use *Mooveez*, do not only watch films, but they have a so-called guide for learning without realizing it. They entertain themselves while naturally and spontaneously acquiring the target language.

The last section of this thesis is dedicated to the analysis and comparison of a few projects which seem innovative in terms of ELT. The projects were chosen according to several criteria such as technical, methodological, didactic and price-oriented features which were summarized into charts. The information was always compared with the application *Mooveez* as it is considered the most essential project and the thesis based on the analysis of it as well. However, the analysis does not only comprise applications, but also platforms or a student's book. The purpose for such comparison was to raise the awareness of new projects which are constantly arising and increasing in ELT and to consider trying "spice up" lessons with something new and innovative which is

definitely motivating not only for students, but also for teachers. These ideas can bring new approaches and motivation to the ELT as well as new opportunities and maybe simplifications for teachers. Nowadays, students of foreign languages desire to learn a second language while having fun. Therefore, these innovative ideas and project could be a solution for a majority of students.

In the end, reviews from users and my personal feedback create the last point of this thesis. The reviews represent a valuable source of information with feedback for the developers of *Mooveez* who can, hereby, improve and upgrade the application to become as suitable as possible for all who desire to master a foreign language. To sum up, *Mooveez* belongs to the innovative ways how to learn foreign languages and as such it is still developing which also bring new opportunities concerning design of the application, methodology and technological features.

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Appendices

Interview

<u>Interview questions with the team of *Mooveez* at the language school Stories:</u>

1) *How do you promote you application? Do you consider more advertisements on more websites, lectures, TV?*

Mrs. Mišáková: We provide the communication towards the professional public on lectures, workshops, or seminars. We also cooperate with authorities in ELT like local British Council centers. Then, there is a lot of information about *Mooveez* on our official websites which are also intended for teachers and their needs (which is in progress nowadays). Some articles and interviews are also at disposal on the internet.

2) *How do you gain profit?*

Mrs. Mišáková: We have a specific business plan which assumes a certain amount of active and satisfied users. To make this assumption come true, we have to feature with a perfect product and perfect content and we have to constantly inform the users about it. If these requirements are fulfilled, our invested means will come back and these means could be invested in further development with a long-term objective of a sustainable project.

3) *Do you have any investors or a found which can provide financial means to you?*

Mrs. Mišáková: At the moment, the development and production is being financed by the company *Archimedes Inspiration*. Nowadays, we consider having an investor.

4) *Do you have any competitors in terms of learning foreign languages with films?*

Mrs. Limburg: We are actually the ones who deal with all-night films. The other so-called competitors offers only clips, however, they do not have copyrights to the whole films. We have been handling the concept with the studios over a year, and it was an innovation for everybody.

5) *What methods or approaches do you come from?*

Mrs. Limburg: At the beginning, it has to be said that the application is primarily intended for the purpose of self-study, but now we are working on the application as a teaching material.

Mrs. Limburg: For all our concepts which includes *Archimedes Inspiration*, *Mooveez*, the language school Stories and our new franchisee *Kids&Us*, we come from methods which deal with natural acquisition of languages such as the method called the Task-based learning, the Communicative Method, and the concept of Steve Krashen. We were inspired by several methods, but the core of our methods remains the same. We practice an individual approach to every student as well. Specifically, when I create teaching materials, I inspire myself with a textbook called The Wrong Trousers.

6) *Are you planning learning languages from TV series or sitcoms?*

Mrs. Limburg: Our vision is to have various range of genres so that everybody can choose what they like and what they prefer.

Mrs. Mataruga: We already have some TV series, but, unfortunately, not for the Czech market because there is a complicated process with the copyrights. And if you buy copyrights for a certain film, they can be used in a specific region and so on. However, we are planning to offer more TV series and talk shows for the Czech market, but I cannot promise anything. Nevertheless, the material from such talk shows regarding *Conan O´Brien, James Gordon* and so on, is like a golden treasure of the living contemporary language.

7) *Is the application Mooveez appropriate for schools?*

Mrs. Limburg: Indeed. We think so, especially for teenagers because as we know, they need a certain encouragement and motivation to learn a language and learning with films seems a good option.

8) *How individual films are chosen? Who is involved in the process of film choice?*

Mrs. Mataruga: Firstly, the management department gets a recommendation from me what kind of film we would like to have in our offer. Then, it is up to the studio, for example *Paramount, Universal* and so on, how much the film is going to cost. Of course, we are trying to get a film what we want, but it's not so easy sometimes. We have a special team of production which takes care of giving texts into computer, timing, and technical preparations. Then, we have a language team which translates and creates exercises. However, all in all, the teams are really big. The text has to be translated, double checked, and then the transcript has to be rewritten also with interjections such as *Oh really?* or *Wow*, and the text has to be proofread by a native speaker. So, it is a complex process so to speak. But the target language is English. We focus on English nowadays. On the other hand, the application sells in different

countries, and therefore we translate it into different languages. At the end, the application has to be checked on tablets and mobile phones. We have to follow the marketing rules, but it is obvious that you learn the most from what you like and what you are interested in. Partially, we also decide according to our intuition, but all in all, we choose from the package which is offered to us.

9) *Do you see any shortcomings in terms of the application Mooveez?*

Mrs. Mataruga: I would not say shortcomings because the application is still in a developing process, and the truth is that *Mooveez* is quite a new concept, and we are trying to improve it as much as possible, even according to some comments or suggestions.

10) *Are you planning a version with other foreign languages like German, Spanish, French, Russian, etc.?*

Mrs. Mataruga: Yes, we are preparing a version with more languages. But for now, we are creating versions only for British market.

11) *How do you check progress in grammar, vocabulary or language skills?*

Mrs. Limburg: It is easy because the application has flashcards at disposal and if we want to practice, for example, a grammar structure, the student chooses the structures within the chapter of a film and saves the flashcards with the expressions. Then, after the chapter, there are some comprehensive exercises which test the knowledge of the concept which was supposed to be learnt. Or I tell the students to mark expressions with the target language we were discussing and in the next lesson I will find out whether the student studied the grammar structure or not.

Mrs. Limburg: Concerning writing skills, we also have an application called *Perlit* where reviews, blurbs, comments or essays are stored and online feedback is given to them. We use special correction marks to correct mistakes so that learners can correct themselves and realize where they made a mistake.

Mrs. Limburg: Concerning skills, paradoxically, listening skills are not as developed as one could think. In Stories course, listening for gist is kind of missing. However, it is different with *Mooveez*. If the student haven´t seen the film, the listening is essential for understanding and acquiring the features of the target language. We support covering of all skills. Concerning reading, it is up to a teacher whether they provide more materials for reading. Otherwise,

students have the script in English at disposal. What is also important to say is that our procedure of teaching the target language is from controlled learning to free of practice. And the emphasis is laid on the student.

Mrs. Limburg: On the other hand, we have a lot of native speakers as lectors who study Czech via the application *Mooveez*.

12) How the language skills are covered?

Mrs. Limburg: We are planning a blog for teachers with teaching materials and lesson plans and pieces of interesting advice. The main emphasis is laid on speaking where the students have time to express their opinions, feelings, comments or doubts about a film, an actor, or a song.

13) Do you use the application Mooveez within your lessons here in the language school?

Mrs. Limburg: Yes, but you have to buy a film because of the copyrights. However, we encourage our lectors to use the application and involve it into their lesson plans at least for one lesson if the students want to study with it. But the methodology, concerning the films, is intended for the whole courses. It means that students work with *Forrest*, for instance.

14) What is the most valuable contribution of the application Mooveez?

Mrs. Limburg: The main advantage is that a film is something that people like, and they can think about it, laugh and relax while watching it. The application has a specific function where cultural and language curiosities are explained and it breaks the barriers and stereotypes between two cultures. One of other advantages of working with films, contrary to a common film on TV or on another medium, is that the film is divided into chapters or lessons and these chapters can have, for example, an interesting feature concerning a functional language or a lexical area. You know, we are working with an authentic material and it is the most important and beautiful what *Mooveez* offers. We don´t like the concept of learning isolated words, we prefer learning from context and from chunks and *Mooveez* also has something like a bilingual dictionary which can eliminate obstacles with looking for a word in a dictionary or on the internet. Jane tells us all the time that a film offers something that is not taught or learnt at schools as much as it should be, and it is slang, colloquial language, colloquial English. For example, a lot of students don´t know what *gonna* means which is surprising. We want the students to be inspired and stunned by the language. Then, the application eliminates technical obstacles with the text or sound of a film. Students do not have to find a section they

liked, but they can follow the chapters and sentences in the script. Then, the application offers a structural way of working with the language from one point of view to another not only for a teacher, but also for students. Flashcards also activate learning of vocabulary. Drill can be practiced too. I think that drill is a good enrichment and basis of a learning process where students experience the system of the target language. And when we want to improve our pronunciation, we have to follow the system of the target language. The application was created by students of languages and it is inspired by experience.

15) Do you have any feedback? If so, where, from whom?

Mrs. Mataruga: Yes, we have some feedback from reviews on Appstore and Google Play store. Then we have our application on Facebook or Instagram, but in my opinion, we don´t have enough feedback that we actually need. Thanks to feedback, we could develop and improve the application into a form and design which is now. Originally, there were no comments or exercises – these features were added after some time.

16) Do you think everybody at any level can use the application?

Mrs. Mataruga: It is a matter of opinion. However, Martina and I used to teach beginners, and we were working with the film *Mirror, Mirror* with Julia Roberts, and she has a beautiful diction. And as the student works with the diction and tone of the language and with the flashcards, he or she will remember it and learn it faster. The film is rich in phrases and idiomatic expressions and of course, somebody who is more advance can acquire more.

Mrs. Limburg: But I have a theory, that thanks to the translation, motivation prevails despite the fact that the film could be difficult because if a student chooses a film which the love, the motivation to learn with the film increases and the student has a certain control over the film and they can manipulate with the film as they wish. The student has also a support in language comments. We have noticed that the student chooses what they think they manage and it works. On the other hand, it's very individual.

Mrs. Mataruga: I agree with Martina that motivation is a key factor in learning languages and the application *Mooveez* contains everything on one place and a student doesn´t have to search for information because the comments are at disposal. And it's also something different from a text book where I am just sitting and reading a sentence: *I am going to the shop…*

Lesson plan: School of Rock

So do yourselves a favor and just give up!

What`s on
Vocabulary: discouragement
Pronunciation: intonation
Speaking Practice: discouragement

Opening Act
IMDB: students guess the movie from plot summary (5 mins)
Show students the plot summary, let them guess the movie:

> After being kicked out of a rock band, Dewey Finn becomes a substitute teacher of a strict elementary private school, only to try and turn it into a rock band.

If they struggle, show them more:

> After being kicked out of a rock band, Dewey Finn becomes a substitute teacher of a strict elementary private school, only to try and turn it into a rock band.

Director: Richard Linklater
Writer: Mike White
Stars: Jack Black, Mike White, Joan Cusack
See full cast & crew »

Then give them the full screenshot:

| FULL CAST AND CREW | TRIVIA | USER REVIEWS | IMDbPro | MORE ≡ | SHARE |

School of Rock (2003) ★ 7.1 / 219,978 ☆ Rate This
The School of Rock (original title)
PG-13 | 1h 48min | Comedy, Family, Music | 3 October 2003 (USA)

After being kicked out of a rock band, Dewey Finn becomes a substitute teacher of a strict elementary private school, only to try and turn it into a rock band.

Director: Richard Linklater
Writer: Mike White
Stars: Jack Black, Mike White, Joan Cusack
See full cast & crew »

82 Metascore   Reviews   Popularity
From metacritic.com   481 user 204 critic   1,159 (▲ 203)

Nominated for 1 Golden Globe. Another 8 wins & 22 nominations. See more awards »

Feel the rock vibes: students brainstorm emotions stirred up by rock music (5 mins)
FULLSCREEN:
- Students close their eyes and just listen (lyrics are irrelevant), they should focus on their emotions.
- Play the closing credits (AC/DC: It's a Long Way to the Top): **1:40:10 - 1:41**, then brainstorm some emotions: how did they feel? What emotions is the song *meant* to stir up? What emotional reactions do we typically associate with Rock and Roll?

- o   anger, a feeling of energy, freedom, resistance, a certain sexiness, etc.
- Explain that this lesson is about negative emotions: **anger and rebellion**.
- You can quote the following article:

http://www.telegraph.co.uk/news/science/science-news/9327104/Why-rock-music-brings-out-the-animal-in-us.html

Rock music such as Jimi Hendrix-style electric guitar excites us because it recreates the sound of primal distress calls and "brings out the animal in us", scientists claim. Researchers also found that while dissonant music stirs up strong emotions, these are usually related to negative feelings like fear or sadness rather than happy ones.

Action!
Dewey's anti-pep talk: students analyse the scene, practice pronunciation and dub
FULLSCREEN

- watch the speech that Dewey gives to the children on his second day at work.
  - o   *What is Dewey's message to the children?* (give up, there is no use in trying to achieve anything meaningful)
  - o   *Who does he mean by "the Man"?* (authority)
  - o   *Who or what is Shamu?* (see the insight: fourth orca ever captured, appeared in shows at Sea World San Diego in mid 60's. She lived in captivity for six years, from 1965)
- Watch section 0:17:50 - 0:17:55, then discuss the answers, you may also want to explain what a pep talk is. **Let the students read the insight on Shamu** (they should try to explain it in English).

FULLSCREEN

- watch the scene again, point out the trickier phrases, let students guess the meaning, whenever interesting or necessary allow them to refer to the translation.

FLASHCARDS

- in split screen students make flashcards from the entire monologue as prompts
- practise pronunciation whilst focusing on intonation and stress. Encourage students to work up some angry energy :))
- then rehearse the whole monologue, gradually reducing the cards, eventually students should do it without cues. It's OK if they use their own words partially but they should include at least 3 of Dewey's original lines!

SPLIT SCREEN

- mute the movie in split screen and have students do the voice acting. (Keep the translation part covered, do use the English script.)

To be continued...
I dare you to discourage me: students do a discouragement roleplay

- The students now apply Dewey's phrases in different contexts. Give them time to rehearse. Monitor and provide support.
  - o   Quit trying to learn English!
  - o   You want me to teach you a lesson? Stop trying to be perfect at everything...

- Students should do the exercise XXX to revise this lesson at home.

Information booklet