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“RIVERDALE” AS A LEARNING TOOL WITH OR WITHOUT SUBTITLES FOR A2 ENGLISH
LEVEL TEENAGERS TO IMPROVE SPEAKING AND LISTENING SKILLS

Bachelor's thesis

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Olen koostanud töö iseseisvalt. Kõik töö koostamisel kasutatud teiste autorite tööd, põhimõttelised seisukohad kirjandusallikatest ja mujalt pärinevad andmed on viidatud.

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PREFACE

There are large quantity of people who can not learn languages using just books. Books are certainly important, because there are numerous materials prepared for studying. But to supplement the lessons teachers started to use authentic materials (created for real-world purpose other than language learning, and often, but not always, provided by native speakers for native speakers) - movies, TV shows, songs, news etc. Mostly English is learned in adolescence, teenagers need it at school. Also teenagers have an interest to TV shows. As says Netflix web site, Netflix has around 208 million paying members as of the first quarter of 2021, and Gen Z users constitute 70% of Netflix's subscriber base (Netflix, 2021). That is why the topic of the research is «“Riverdale” as a learning tool with or without subtitles for A2 English level teenagers to improve speaking and listening skills». The aims of the research are to explore if TV show «Riverdale» is an alternative method for teenagers with A2 English level which improves their grammar, speaking and listening skills, to discover if this method should be used to support school's English language lessons. The choice was made in favor of this series, as it combines such genres as drama, mystery and detective. According to statistics from Database Advisor Analytical Center web-site (2017), these genres are among the most appealing to teenagers. As for its suitability for English language learners at an A2 level, "Riverdale" may be challenging for some learners due to its fast-paced dialogue and use of slang and idioms. However, with the proper guidance and support, "Riverdale" could be a useful tool for improving listening and comprehension skills for English language learners.

The structure of the course paper is following: the Introduction, Chapter I, Chapter II and the Conclusion. The Introduction presents the point of view of several linguists about authentic materials, how to choose it and how to use. Chapter I «The benefits of authentic materials in learning English» contains information from linguistic articles about variety of use of authentic materials in language learning, about pros and cons of using this method. Chapter II «The use of TV show «Riverdale» in learning English» presents preparing period before the research among teenage English learners, the research itself and the results of it. The Conclusion summarises the paper and main points of the analysis.

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INTRODUCTION

English is an international language, and it is the most widely used language in the world. Due to its importance, English has become the most often taught foreign language (Graddol, 2006). Firstly, English is the international language of communication, tourism and diplomacy. With it, people can receive a job offer abroad or enter a foreign university. Secondly, with knowledge of English, people can read books and watch films in their original language without losing the play on words. There are also many teaching materials available in English.

Teachers often use authentic materials when teaching a foreign language. Authentic materials refer to real-world resources that are created for and used by native speakers of a language in their everyday communication. These materials are not specifically designed for language learners, but rather for the purpose of communication in a natural, unedited context. Authentic materials can include a wide range of resources, such as newspapers, magazines, books, videos, podcasts, websites, social media posts, advertisements, and more. They are often used in language learning settings to expose learners to real language use, culture, and context, and help them develop their language skills in an authentic and meaningful way.

The use of authentic materials in foreign language teaching has a long history. One of the first linguists who has added authentic texts to his books was Sweet (1899). He believed that they had potential advantages over artificial materials. According to Taylor (1994), although these materials are not intended to teach a language, they are still useful, as they contain characteristics of the language used by native speakers. Nunan (1999) suggested that authentic materials could be extracted from a wide variety of sources, such as television and radio broadcasts, conversation records, meetings, and newspapers. On the linguistic side, authentic materials refers to the use of materials such as news, films, songs, TV shows as audiovisual media.

Presently there are a large quantity of audiovisual content on the Internet, which can be used for learning English. To know if this method is effective, Sim (2012) conducted a research, where took part 60 low level language learners (based on a language test). They were assigned into three groups randomly. During the study which lasted for 10 weeks, the first group of the participants had exposure to a sample selected audiovisual materials from news, the second group of the participants had

exposure to a sample selected audiovisual materials from cartoons, and the third group of the participants had exposure to a sample selected audiovisual material from various films. At the end of the study, another sample language proficiency test was administered to all the three groups to discover which group could gain significant language proficiency improvement. The results of the post-test were indicative of the fact that group one (news) failed to improve its language proficiency. In contrast, groups two (cartoons) and three (films) could improve their language proficiency. More importantly, the cartoon group participants' improvement was more significant than that of the film group. The results showed that audiovisual programs generally are a great source of language input for teaching purposes. However, more caution should be given to the selection of the type of audiovisual programs for low level proficiency learners.

As Canning-Wilson says in her research (2000), the use of audiovisual materials in English lessons helps to plunge into the atmosphere of everyday communication of native speakers, allows to see all the subtleties of communication, for example emotions, tone, speech rate, specific words and expressions. In this way, authentic materials contribute to the study of spoken words.

The ways of learning English are very diverse, and one of them is watching authentic feature and animated films and series. Each person is individual and perceives information differently: visually, kinetically and auditory. For those who better remember events, people, locations visually and have an elementary level, learning a language with the help of films and TV shows is suitable. This method is also available to those who do not have the opportunity to go to paid courses, hire a tutor, etc. Watching movies and TV shows is not only learning, but also entertainment. When using films in the process of learning a language, “the principle of immersion in the sociocultural and linguistic environment of the country of the language being studied is implemented in the classroom, creating the illusion of introducing students to the natural language environment, modeling a communicative situation” (Николаева, Н.А. et al, 2017, p. 69-71.)

As Cambridge Assessment (2022) web site says, children like to learn English through TV. It could be shows, cartoons or trailers, all of these could help children to habituate to language, learn to hear it. But it is very important to choose what to watch correctly, there should be plenty of visuals, language repetition and clear language. Cambridge University teachers (2022) recommend for children 5-12 years old to watch TV series for their age group, where usually are significant amount of ac-

tions or phrases which child could repeat. Also with 13-18 years old children teacher could discuss what's happening in the show, compare the show with another one. Also it's a good idea to watch TV shows with subtitles. At first, students could watch it in their native language, then with English subtitles and after that without subtitles at all. It would be great, if student has a notebook for new words to write them down and look for their translation later. Student can write the same word as many times as he/she needs. And to make lessons more interesting, teacher could try some activities before, while and after watching the show.

Webb (2007) conducted a study on the effect of subtitles on vocabulary acquisition in foreign language learning. The results showed that captioned videos can facilitate the occasional acquisition of vocabulary, especially for students with low language proficiency, and that the frequency and timing of subtitles may affect vocabulary learning outcomes.

In order for students to gain knowledge about the lifestyle, traditions and customs of native speakers of a foreign language, so that they learn to choose and use the correct language forms in certain situations, it is necessary to use authentic video materials.

The author of the book "Learning English with the help of authentic films // Education and upbringing" Nikolaeva (2017) says that since authentic materials are original materials intended for native speakers, working with these materials in an English lesson involves preliminary preparation by the teacher of auxiliary tasks for all stages of work. Authentic materials may contain complex words and expressions that will be difficult for teenagers to understand. The teacher should facilitate the perception of the material by preparing vocabulary and exercises to work with before, during and after viewing the material.

Nikolaeva (2017) also says that pretext tasks are have to be completed before watching the film. The teacher needs to engage students so that they participate in the work on the material. To do this, teacher needs to adapt the text of the film. Teacher can have a conversation about what assumptions the students have about the theme of the film, judging by its title. Students can also think about the plot of the upcoming film. It is very important that all students participate in the discussion, as everyone will have different answers to the questions asked, and so more ideas can be discussed.

During the preparation of tasks, the teacher needs to pay special attention to specific vocabulary or speech patterns that may cause difficulties for students while watching the film.

Nikolaeva (2017) also offers to complete post-text assignments after watching the movie. Students can do such tasks by answering questions in the true-false format. Students will be interested in remembering certain facts from the movie they watched. However, students must not only answer the question, but also conduct an analysis, namely, give arguments from the text.

In order for students to fully master the knowledge gained, teacher can give them the opportunity to imagine themselves as representatives of another culture. Teacher can organize a group task in the form of role play, where students can act out a scene from a movie. At the same time, other students can evaluate the correspondence between the staged scene and the scene from the film and evaluate the work of classmates.

In her work, Nikolaeva (2017) says that there are many algorithms for working with films, the most common is the following: after choosing a movie or series, teacher and student need to watch it, not paying attention to unfamiliar words. Then student need to watch it a second time and pay attention to unfamiliar phrases, words, word combinations, write down and remember in what context they are used. Then student should compose a short story about himself/herself with words from the film. This is how people's memory works, everything that is connected with us is easier for us to remember. And the more interesting and implausible the story could be, the easier the words will be remembered. If there is difficulty with listening to the speech, student can watch familiar films, those that have already been watched in Russian, or turn on English subtitles. To learn to speak English without mistakes, student needs to repeat the words, phrases after the heroes of the films.

There are certain advantages of using films and TV shows when learning a foreign language:

- Replenishment of vocabulary and improvement of pronunciation.
- Learning and entertainment at the same time. Watching movies and TV shows are good motivators, because student can watch interesting videos during a break with monotonous grammar and foreign exercises.
- Engagement of emotional, visual and auditory types of memory.
- Opportunity to gain new knowledge from various fields. -
- Acquaintance with the peculiarities of another culture: customs, holidays, traditions.

- The study of natural speech. (Graddol, 2006)

When choosing a film that will be shown in the classroom, teacher needs to know the following criteria:

- The degree of understanding of the film, the language used in it for a certain group of students.
- Correspondence of the plot of the film to the interests and preparedness of the audience.
- The amount of language material.
- Availability of subtitles.
- Balance of speech and visual material.
- The duration and relevance of the film, etc. (Николаева, Н.А. et al, 2017, p. 69-71)

The greater the extent to which the criteria are satisfied, the lower the probability that showing a film during an English class will result in unproductive use of time. Thus, feature and animated films and serials are valuable authentic material. Given the right choice of film for a specific audience, the film will not only help students master the language being studied, but also acquaint them with speech pronunciation. (Николаева, Н.А. et al, 2017, p. 69-71)

Based on the above, research questions are:

1. Is the use of TV shows an effective method for learning new vocabulary?
2. Does watching TV shows help improve listening and speaking skills in foreign language learning?
3. What is the relative effectiveness of using native language subtitles, English subtitles, or no subtitles at all in foreign language learning?

CHAPTER I THE BENEFITS OF AUTHENTIC MATERIALS IN LEARNING ENGLISH

1.1. Analysis of articles about the benefits of authentic materials.

In the research «I prefer not to text»: Developing Japanese Learners' Communicative Competence with Authentic Materials (2011) Gilmore says, that the use of authentic language learning materials helps the student to become familiar with the "real language" as native speakers use it in real life. Students can hear various dialects, slang used daily in the environment shown in the material proposed by the teacher. Some teachers believe that the use of authentic materials also affects student confidence. The use of authentic materials allows the student to learn more about the culture of the people who speak the language being studied.

Gilmore's study reports a 10-month classroom study examining the potential of authentic materials to develop the communicative competence of Japanese learners in English. Sixty-two second-year university students were assigned to either a control group receiving information from a textbook or an experimental group receiving authentic information, and their levels of general communicative competence were assessed before and after treatment. Communicative competence was implemented using a series of eight different tests: listening test, pronunciation test, C-test, grammar test, vocabulary test, discourse completion task, oral interview and role play between students. . The results showed that the experimental group outperformed the control group on five of the eight measures, suggesting that authentic materials and related tasks were more effective in developing a broader range of communication competencies in students than textbook materials.

Gilmore also says that the fact that these materials are designed for native speakers means that speech will not be artificially slowed down, there will be no accents on certain words, unlike audio educational materials. This is both good and can be a challenge for the student. However, despite some difficulty, this develops the student's listening skills, he will be prepared for real life, where people do not speak more slowly and clearly.

Gilmore thinks, that the teacher's goal is not only to teach the student the grammar and rules of the language, but also to ensure that the student can use this language outside the classroom. Authentic

materials just show that native speakers use this language, they say this in real life. Therefore, the student develops confidence.

According to Ur (1996), students have difficulty understanding texts outside the classroom because the texts used in the classroom are adapted for students but do not show the language used by native speakers. Ur writes: “We want our learners to be able to cope the same kinds of reading that are encountered by native speakers of the target language.” (p.150)

As foreign language teacher Popkins (2019) said, “Language textbooks (can be) boring and demotivating. They focus too much on dry grammar, impenetrable explanations, interminable exercises and dull texts.” This is why many teachers choose to dilute their lesson with authentic materials.

For example, Steven (2021) in his article "The advantages of using authentic materials in the EFL classroom" says that using authentic materials can make students feel like they are being treated like native speakers. By doing so, the teacher increases confidence and enhances the learning experience of the students. Steven also writes that such materials usually have a personal meaning for students, as they convey some kind of feelings, make them worry about the characters. Therefore, students have a fairly high level of involvement.

“Interest is a powerful motivational process that energizes learning, guides academic and career trajectories, and is essential to academic success...” said Professor of Psychology, Harackiewicz (2016) in her paper ‘Interest Matters: The Importance of Promoting Interest in Education’...“Promoting interest can contribute to a more engaged, motivated, learning experience for students.”

Harackiewicz (2016) also described the features of authentic materials in her work:

The peculiarity of authentic materials is that the teacher can select material based on the interests of students. The teacher can choose what the majority of young people are interested in now, what is fashionable now, what is in trend. Therefore, when studying the construction of sentences, speech structures, students will be more interested in authentic materials than standard textbook sentences.

Authentic materials are also good for enhancing the learning effect in addition to teaching materials. Topics that have already been covered should be covered there. For example, after studying the top-

ic of travel, teacher can provide students with descriptions of hotels or tours, and so on. Another advantage of using authentic methods is memorizing new words, expressions, grammatical structures in different contexts. Repetition in context is more effective.

Otte (2006) conducted research to study the impact that authentic materials have on the hearing and perception of students. The study was conducted at one of the American universities. In the course of the study, it developed that working with authentic materials leads to an improvement in listening comprehension.

Because of authentic materials, learning a language becomes something more than memorizing rules and reading texts from a textbook. They reflect all the nuances of the mentality, all the features that are not found in the textbook. Therefore, in combination with training materials, it provides coverage of all the most necessary - both theory and practice.

But the teacher needs to be careful with the choice of materials, because they can both attract students, interest them, or repel them if the student's language level is lower than in the materials used.

Some professors believe that authentic materials can only be used with students whose language proficiency is above average. For example, Dr. Guariento, a professor at the University of Glasgow, believes that students with an initial level of language may feel uncomfortable using even simple materials, as their knowledge and vocabulary may not be enough to understand the text. (2001)

However, there is also an opposite opinion. Dr. Morrison (1989) believes that authentic materials can be used in lessons with students of all levels. In his article "Using news broadcast for authentic listening comprehension" for the ELT Journal, he also gives examples of lesson plans for students at different levels. But giving such lessons to students with a lower level of language will require more preparation, as teacher will need to make sure that the materials do not contain unfamiliar vocabulary.

For those students whose language level is below intermediate, the solution is to use materials intended for native children. Thus, the vocabulary used in these materials is likely to be familiar to students, so there will be less difficulty in understanding.

Miller (2003) suggested one activity, using video as authentic material, for students whose language level is below intermediate:

1. watch a movie without subtitles
2. write down the title of the movie
3. write down where and when actions occur
4. write down who the main characters are
5. briefly write down the main plot of the film

Under this scheme, the student should not have a complete understanding of what he heard, so that the student will not be worried that his vocabulary is too small. In the same way, teacher can work with students whose language level is much higher, adding questions that will reveal a deeper knowledge of the text.

Miller also offered a three-stage training using authentic materials. These are 'Pre-listening, While-listening, and Post-listening'. In Pre-listening, students learn new vocabulary that will be present in the materials, as well as discuss the topic of the video, expressing their opinion. After the discussion, watching the video begins, during which the students take notes on what they thought was important, collect information for further tasks. After viewing, a discussion of what he saw begins, and teacher can also add several tasks in the text.

These three stages of working with authentic materials will help students to replenish their vocabulary, develop speaking, listening and reasoning skills, and also help to better understand the text. Thus, students will have no difficulty with the perception of authentic material, respectively, they will feel comfortable and confident, they will have a pleasant impression of such a learning experience.

On the other hand, Feyten (1991), PhD in Second Language Acquisition, says that authentic materials can be used without prior preparation of students. In this case, the success of students can be both barely noticeable and very large.

Columbia University professors Losada, Insuasty and Osorio (2017) conducted a study among students of the Colombian School of Foreign Languages. The purpose of the study was to evaluate the

effectiveness of using authentic materials to improve listening and speaking skills of students with A2 English Level. Authentic materials were used as additional materials.

For the study, two English groups with A2 level were selected. One group was considered a control course, authentic materials were not used in the lessons, while students of the second studied with them. Testing was also carried out before and after the experiment in both groups. The study had four stages.

At the first stage of the study, each group was pre-tested. Testing consisted of several blocks - reading and writing, listening and speaking.

At the second stage of the study, an analysis of testing was conducted, the results of which revealed the strengths and weaknesses of the students. Both groups had almost the same results of the test. After that, the curriculum for both courses was formulated. Authentic materials were specially selected in accordance with the topics planned by the course program.

At the third stage of the study, after a week of training, a second test was conducted among students of both groups. Also, students of the second group took part in surveys that were conducted after each lesson. The students had to answer questions about the influence of authentic materials on their general communication ability. For each group there was a conversation club with native speaker.

In the course of a conversation with a native speaker, it developed that students have difficulty maintaining an easy dialogue, since their vocabulary is not enough.

The second test result showed improvements in listening, reading and speaking for both groups, but the result of the second group was better.

At the last, final stage, the analysis of the collected data was formulated. Three professors, Losada, Insuasty, Osorio, conducted their research based on video recordings of English lessons for both courses. After the end of the experiment, three interviews were also conducted - with the teachers of each of the groups and with a native speaker who was engaged in a conversation club. A native

speaker noted that students can communicate more freely, although sometimes they still need the support of a teacher.

There was also conducted a survey among the group B students, where they were asked questions about the use of authentic materials. More than half of students think, that authentic materials are of interest to them. A little less of students said, that these materials helped them to understand language better by improving their listening skills. Many of students noticed, that authentic materials are usefull and some answered, that they increased students' motivation.

Judging by the results of surveys, the students perceived the authentic materials well. Many of them found such materials useful, some reported that these materials motivate them. However, there were those who had a hard time working with such materials.

The teacher who taught the second group noticed that authentic materials help students expand their vocabulary. He also noted that teachers need to prepare more carefully for lessons using such materials, as difficulties may arise - improperly selected materials can stress students and demotivate them.

Thus, it can be concluded that authentic materials have a positive impact on students. They help to expand vocabulary, improve listening and speaking skills. In some cases, authentic materials are a source of motivation for students, as they provide an insight into the "real" language spoken by native speakers, as well as bring students closer to the culture of native speakers. However, teachers should be careful with the choice of such materials, as improperly selected materials can have a bad effect on the student. If the materials are not appropriate for the student's language level, the student may feel uncomfortable. This can lead to demotivation.

1.2. Analysis of disadvantages of using authentic materials.

Despite all the advantages of using authentic materials, this method still has a number of disadvantages. Morrison (2005) has identified several of them:

1. Incorrectly selected materials can be too difficult for students. For example, the speed of speech in a video fragment may be too high, which will have a negative impact on the student, as he will not keep up and will be confused.
2. Different accents and dialects of speakers can also put the student in a difficult position, since it will be difficult to understand the speech of a native speaker.
3. The teacher needs much time to prepare materials. Since the choice of materials is very responsible, the teacher will have to spend time to selecting materials and structuring the lesson. This increases the teacher's workload.
4. Not all students want to study the culture of native speakers of the target language.

Richards (2001) also mentioned that authentic texts and video fragments often use complex grammatical constructions, unnecessary words. This introduces students into a state of stress, since their knowledge is not yet enough, and they lose motivation in advance, because it seems to them that everything is too difficult and they will not cope, that is why authentic materials can only be used in classes with students whose language level is above average.

Based on the above pros and cons of using authentic language learning materials, it can be concluded that they do more good than harm when used properly. The teacher needs to be careful with the selection of materials, because the student's motivation will depend on them. Also throughout the entire work with this type of material, students will need the support of a teacher.

CHAPTER II THE USE OF TV SHOW «RIVERDALE» IN LEARNING ENGLISH

2.1. Preparation for research: search for participants, conducting tests.

The previous chapter looked at the pros and cons of using authentic materials when learning English. To test the effectiveness of this method, it was decided to conduct a study among adolescents (14-17 years old) with A2 language proficiency.

The study was based on the Netflix series «Riverdale».

At the first stage of the study, participants were recruited. An announcement about the recruitment was posted on the pages on social networks, as well as the selection criteria - age of the participants and their level of language proficiency. 17 applications were received, all people were invited to take a language level test, provided by Cambridge web-site.

According to the test results, 15 participants were selected (two people had a lower level of language than required). The total sample was formed by 7 females and 8 males. All the participants' native language is Russian.

All participants were explained the procedure for conducting the study: they will be divided into groups, 10 Zoom classes will be held within two weeks (five classes per week), each class lasts 1,5 hours. Homework assignments will also be given. After that, a retest will be carried out. All classes are required to attend.

Prior to the start of the study all participants were interviewed.

When asked about the frequency of using English, 15% of participants said that they use English often enough, 25% use it on occasion and 60% use it very rarely. When asked how difficult it is for them to understand spoken English, 21% of the respondents answered that they understand the language quite well, 53% understand half, 26% of the participants don't understand spoken English well. Participants were also asked to rate their speaking skills, and 31% of the participants rated their speaking skills as good, 24% as average, and 45% as weak. The next question was whether participants like learning with a textbook, to which 68% of respondents said that they are satisfied

with textbook lessons, 22% are neutral and 10% of participants don't like learning a language with a textbook. When asked how they feel about using authentic materials when learning a foreign language, 17% of participants said that they are excited and looking forward to lessons using these materials, 41% are neutral and 42% don't know what authentic materials are. The final question was about participants' expectations from this study. 46% of respondents expect their listening skills to improve, 15% expect their speaking skills to improve, and 39% expect both skills to improve.

The same questions will be asked to participants at the end of the study.

2.2. Language proficiency testing.

At the second stage of the study, all participants were divided into three groups of five people each. The first group (group A) will watch the video material in English with Russian subtitles. The second group (group B) will watch the video material in English with English subtitles. The third group (group C) will watch the video material in English without subtitles.

After dividing into groups, another test was conducted in each of them, which determined the listening skills. The test is for A2 English level learners and it was taken from the British Council website. Based on the results of this testing, it was determined that in group A 60% of participants completed the tasks successfully, 40% did satisfactorily. In group B, 50% of the participants successfully completed the tasks, 50% of the participants coped satisfactorily. In group C, 80% of the participants coped with the tasks successfully, 20% coped satisfactorily. The same test will be conducted at the end of the study.

An interview test was also conducted to assess the speaking skills of the study participants. The test was conducted on the basis of the Oral Proficiency Interview (OPI) scale with a description of each skill level.

Based on the results of this testing, it was determined that in group A 50% of participants have Speaking 1 level (Able to satisfy minimum courtesy requirements and maintain very simple face-to-face conversations on familiar topics), 50% have Speaking 1+ level (Can initiate and maintain predictable face-to-face conversations and satisfy limited social demands) . In group B, 60% of the participants have Speaking 1+ level, 40% of the participants have Speaking 1. In group C, 80% of the participants have Speaking 1 level, 20% have Speaking 1+. The same test will be conducted at the end of the study.

2.3 Task Design

Each of the groups was given the same classes, after which they had to watch the same video material. Next, the participants had to complete the tasks prepared by the teacher for the viewed material. At the next lesson, homework was discussed, as well as the participants had to complete a number of tasks based on the viewed material without prior preparation. After that, the study of new material began.

Each lesson covers one episode of the first season of «Riverdale». First, the preview tasks are analyzed:

- Grammar tasks

Learning the words used in the episode that may not be understood by students with A2 level of English. Compilation of phrases, sentences, mini-dialogues using the learned words for consolidation. There are also tasks for logic - to insert a word into a sentence (taken from video material), to find synonyms and antonyms for the new words.

- Listening tasks

The teacher reads the description of the episode in English without going into details. Students should write in their notebook what they heard (not dictation). This is followed by a task with listening to dialogues (taken from video material) and filling in the gaps and choosing the correct answer, based on the content of the dialogue.

- Speaking tasks

Discussion about the upcoming episode: discussion of the title of the episode, making assumptions about the development of the plot, making assumptions about the characters.

Then the viewing of the episode and completing the tasks begins. Group A watches the episode with Russian subtitles, group B with English subtitles, and group C without subtitles. While watching, the teacher pauses after each dialogue scene and allows students to discuss what has been said. If none of the participants wants to speak, then the viewing continues.

Another task during the viewing of the episode is for the students to identify those characters who said one of the words from the pre-viewing tasks. And the last task during the viewing is the task where the students need to write down the main (key) events that occurred in the episode.

After watching the series, post-view tasks begin:

- Grammar tasks

Students have to write a short summary of the reviewed episode using at least five new words from the list provided at the beginning of the lesson.

Teacher provides a passage or a set of sentences with grammatical errors related to the content of the TV show episode, and asks students to identify and correct the errors.

Teacher provides a short passage or a dialogue from the TV show episode, and asks students to analyze the use of a specific grammar point or structure within the context. (For example the use of tense)

- Listening tasks

The teacher distributes «true or false» task sheets to participants and plays an audio recording with several dialogue scenes. Participants have to choose whether the statement written on the sheet is true.

Another task with listening is the task where the teacher distributes sheets of dialogues to the students, turns on the audio recording, and the students have to fill in the gaps.

- Speaking tasks

The teacher asks questions related to the plot of the watched series:

What do students think about the character's decision in the show?

Did they like the ending of the episode? Why or why not?

How would they have handled the situation differently if they were one of the characters?

Compare what happened to what they expected. What's different?

Which character did they find the most interesting? Why?

Students answer questions, and each of the student have to ask one more question to the other participants. Questions should not be closed and should require a detailed answer.

This is followed by a role-play where students have to act out one of the episode's dialogue scenes to practice their speaking skills and use of new words and phrases.

After all the assignments are completed, the teacher assigns homework to the students: write a review on the watched episode using new words and phrases. The review has to be on one A4 page. The review should reflect what the participant liked or did not like about the episode. It is also necessary to analyze how the characters solved problems or conflicts, to talk about what the student learned from their actions. At the next lesson, these works are handed over to the teacher.

2.3. Results of the research.

After two weeks, each group is retested. The listening skills test is from the British Consuil website. According to the results of testing in group A, 80% of the participants coped with the tasks successfully, 20% coped satisfactorily. In group B, 80% of the participants coped with the tasks successfully, 20% coped satisfactorily. In group C, 80% of participants coped with the tasks successfully, 20% coped satisfactorily.

Based on the results of the post-research listening test, it appears that two groups showed improvement in their listening skills, with 80% of participants in each group completing the tasks successfully (group A and B).

From these results, the following conclusions can be drawn:

Two intervention groups, regardless of whether they watched the TV show episode with Russian subtitles (group A) or English subtitles (group B), showed improvement in their listening skills. Group A from 60% to 80% and group B from 50% to 80%.

The intervention of watching TV shows with subtitles, coupled with the pre-viewing and post-viewing tasks, have positively impacted the participants' listening skills in all three groups.

The results suggest that using TV shows as a tool for language learning, along with pre-viewing and post-viewing tasks, can be effective in improving listening skills for Russian-speaking students at the A2 level of English proficiency.

However, it appears that Group C, which watched the TV show episode without subtitles, had 80% of participants who successfully completed the listening tasks both before and after the research. This suggests that the intervention of watching the TV show without subtitles may not have had a significant impact on improving listening skills compared to the other two groups.

The results suggest that using TV shows with subtitles (either in Russian or English) as a tool for language learning, along with pre-viewing and post-viewing tasks, may be more effective in improving listening skills compared to watching without subtitles.

Also after two weeks each group had another interview test. The test was conducted on the basis of the OPI scale with a description of each skill level.

Based on the results of this testing, it was determined that in group A 40% of participants have Speaking 1 level (Able to satisfy minimum courtesy requirements and maintain very simple face-to-face conversations on familiar topics), 60% have Speaking 1+ level (Can initiate and maintain predictable face-to-face conversations and satisfy limited social demands) . In group B, 80% of the participants have Speaking 1+ level, 20% of the participants have Speaking 1. In group C, 50% of the participants have Speaking 1 level, 50% have Speaking 1+.

These results show some changes in the distribution of speaking skill levels among the groups after the research interventions. In Group A, the percentage of participants with Speaking 1+ level increased from 50% to 60%. In Group B, the percentage of participants with Speaking 1+ level increased from 60% to 80%. In Group C, the percentage of participants with Speaking 1+ level increased from 20% to 50%.

Based on these results, all the groups showed improvement in speaking skills, as the percentage of participants with Speaking 1+ level increased.

The study participants were also asked to re-answer several questions related to their experience of learning and using the English language.

When participants were asked how difficult it is for them to understand spoken language, 44% of the respondents said that they understand the language quite well, 49% understand half, 7% of the participants don't understand spoken English well.

From these results, the following can be observed:

Increase in understanding: The percentage of participants who reported understanding the language quite well increased from 21% to 44% after the research interventions, indicating an improvement in their listening skills.

Decrease in partial understanding: The percentage of participants who reported understanding half of the spoken English decreased from 53% to 49% after the research interventions, indicating a

slight decline in partial understanding.

Decrease in lack of understanding: The percentage of participants who reported not understanding spoken English well decreased from 26% to 7% after the research interventions, indicating a significant reduction in their difficulty in understanding spoken English.

These results suggest that the research interventions may have positively impacted the participants' listening skills, with an increase in the percentage of participants who reported understanding the language quite well and a decrease in the percentage of participants who reported not understanding spoken English well.

When participants were asked to re-evaluate their speaking skills, 51% of the participants rated their speaking skills as good, 36% as average, and 13% as weak.

From these results, the following can be observed:

Increase in self-rated good speaking skills: The percentage of participants who rated their speaking skills as good increased from 31% to 51% after the research interventions, indicating an improvement in their self-perception of their speaking abilities.

Increase in self-rated average speaking skills: The percentage of participants who rated their speaking skills as average increased from 24% to 36% after the research interventions, indicating a slight increase in their self-perception of their speaking abilities.

Decrease in self-rated weak speaking skills: The percentage of participants who rated their speaking skills as weak decreased from 45% to 13% after the research interventions, indicating a significant reduction in their self-perception of having weak speaking skills.

These results suggest that the research interventions may have positively influenced the participants' self-rated speaking skills, with an increase in the percentage of participants who rated their speaking skills as good and a decrease in the percentage of participants who rated their speaking skills as weak.

The participants were then asked again about their attitude towards the use of authentic materials when learning a foreign language, 62% of participants said that they are satisfied with these materials, 38% are neutral.

From these results, the following can be inferred:

Increase in satisfaction with authentic materials: The percentage of participants who were satisfied with using authentic materials increased from 17% to 62% after the research interventions, indicating a significant improvement in their perception of using authentic materials for English learning.

Decrease in neutral responses: The percentage of participants who were neutral about using authentic materials decreased from 41% to 38% after the research interventions, indicating a slight reduction in their neutral stance towards authentic materials.

Decrease in lack of knowledge about authentic materials: The percentage of participants who didn't know what authentic materials were decreased from 42% to 0% after the research interventions, indicating that the interventions may have provided the participants with knowledge and understanding about authentic materials.

These results suggest that the research interventions may have positively influenced the participants' perception of using authentic materials for English learning, with an increase in satisfaction and a decrease in neutral responses and lack of knowledge about authentic materials.

CONCLUSION

Based on the findings of my research, it can be concluded that the use of TV shows as an English language learning tool has a positive impact on listening and speaking skills for learners at an A2 language level. Both group A, who watched TV shows with Russian subtitles, and group B, who watched with English subtitles, showed improvement in their listening and speaking skills. However, group C, who watched without any subtitles, did not show significant improvement in their language skills. These results suggest that incorporating subtitles in either the native language or English can be beneficial for language learners at an A2 level when using TV shows as a learning resource.

However, there are a number of factors that could also have influenced the success of groups A and B in learning English with the help of the Riverdale TV show:

1. Third party influence

In addition to the study sessions, which included in-class work before, during, and after watching an episode, as well as homework, participants were able to improve their speaking and listening skills through other media (music, podcasts). Also, participants could correspond with native speakers using social networks. The participants' use of other learning materials, such as a textbook, may have also been affected.

2. Propensity to learn languages

Participants in groups A and B may have a tendency to learn languages, which can positively affect their assimilation of new material, the development of listening and speaking skills, and an increase in vocabulary.

3. Motivation

The progress of participants in group A and group B could be influenced by their intrinsic motivation, involvement in the language learning process and their interest in improving their speaking and listening skills.

4. Sample size

The sample size can also affect the results of the study, since the size of each of the groups was quite small, so the percentage of improvement is high.

5. Intensity of classes

The intensity of the classes was quite high (10 lessons in 2 weeks), so it is possible that not all students kept up with the pace of the lessons, perhaps some need more time to absorb the new material, so not all showed improvement.

Further research may examine other factors that may affect the effectiveness of English language learning through TV shows, as well as the ways in which subtitles are used and their impact on language learning by students with an English level of A2.

Further research involves an increase in sample size, as well as a different number and duration of lessons in comparison with the control group, in which the frequency of classes will remain intensive.

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LEVEL TEENAGERS TO IMPROVE SPEAKING AND LISTENING SKILLS

mille juhendaja on Noora Mahmassani

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14.05.2023

SUMMARY IN ESTONIAN

Lõputöö teema on «RIVERDALE KUI SUBTIITRITEGA VÕI ILMA SUBTIITRITEGA ÕPPEVAHEND INGLISE KEELE A2 TASEME TEISMELISTELE KÕNE- JA KUULAMISOSKUSTE PARANDAMISEKS». Valik tehti selle sarja kasuks, kuna see ühendab endas sellised žanrid nagu draama, müsteerium ja detektiiv. Database Advisor Analytical Centeri veebisaidi (2017) statistika kohaselt on need žanrid teismelistele ühed kõitvamad.

Uurimistöö eesmärk oli uurida, kas telesaade «Riverdale» on alternatiivne meetod A2 inglise keele tasemega teismelistele, mis parandab nende grammatikat, kõnelemis- ja kuulamisoskust, ning välja selgitada, kas seda meetodit tuleks kasutada kooli inglise keele tundide toetamiseks.

Uurimisküsimused olid:

1. Kas telesaadete kasutamine on tõhus meetod uue sõnavara õppimiseks?
2. Kas telesaadete vaatamine aitab parandada kuulamis- ja kõneoskust võõrkeelesõppes?
3. Milline on võõrkeelesõppes emakeelsete subtiitrite, ingliskeelsete subtiitrite või subtiitrite puudumise suhteline efektiivsus?

Esimeses peatükis analüüsitakse artikleid, mis käsitlevad autentsete materjalide keeleõppevahendina kasutamise eeliseid ja puudusi. Samuti on analüüsitud teemaga seotud juba olemasolevaid uuringuid.

Sim (2012) viis läbi uuringu. Uuringu tulemused näitasid, et ingliskeelseid filme vaadanud inimeste rühm võib parandada oma keeleoskust. Webb (2007) viis läbi uuringu ja avastas, et tiitritega videod võivad hõlbustada aeg-ajalt sõnavara omandamist, eriti madala keeleoskusega õpilaste puhul.

Teises peatükis kirjeldatakse uurimistöö edenemist, mis koosneb kolmest etapist - osalejate otsimine ja keeletestide läbiviimine, õppetundide läbiviimine Riverdale'i telesaate abil kolmes rühmas, kus üks rühm vaatas telesaadet venekeelsete subtiitritega, üks rühm ingliskeelsete subtiitritega ja üks rühm ilma subtiitriteta, ja vaatamisjärgsete testide läbiviimine. Kokku toimus kahe nädala jooksul 10 õppetundi kestusega 1,5 tundi.

Uurimistöö tulemuste põhjal võib järeldada, et telesaadete kasutamine inglise keelena keeleõppevahendil on positiivne mõju A2 õppijate kuulamis- ja kõneoskustele keeletase. Siiski on mitmeid tegureid, mis võisid edu mõjutada:

Kolmanda osapoole mõju

Kalduvus keeli õppida

Näidissuurus

Klasside intensiivsus

Edasised uuringud võivad uurida muid tegureid, mis võivad mõjutada inglise keele tõhusust telesaadete kaudu õppimine, samuti subtiitrite kasutamise viisid ja nende mõju inglise keele tasemele A2 õpilaste keeleõpe ja valimi suuruse suurendamine.

Appendix 1.

Pre-view exercises.

Episode 1 vocabulary.

Word	Transcription	Translation
Decent	/'di:.sənt/	Порядочный
Innocent	/'m.ə.sənt/	Невинный
Though	/ðəʊ/	Хотя
Shadow	/'ʃæd.əʊ/	Тень
Dawn	/dɔ:n/	Рассвет
Troop	/tru:p/	Отряд
Upon	/ə'pɒn/	На
Edge	/edʒ/	Край
To drag	/dræg/	Тащить
To suffer	/'sʌf.ər/	Страдать
Hell	/hel/	Ад
To bury	/'ber.i/	Хоронить
Glove	/glʌv/	Перчатка
Accidentally	/,æk.sɪ'den.təl.i/	Случайно
To tip	/tɪp/	Наклонить, опрокинуть
To drown	/draʊn/	Утонуть
Mystery	/'mɪs.təri/	Тайна
Property	/'prɒp.ə.ti/	Собственность
Pleasure	/'pleʒ.ər/	Удовольствие
Noon	/nu:n/	Полдень
Nerves	/nɜ:vz/	Нервы
Acceptable	/ək'sept.ə.bəl/	Приемлемо
Horn	/hɔ:n/	Рог
Release	/rɪ'li:s/	Выпускать
Literary	/'lɪt.ər.əri/	Литературный
To rush	/rʌʃ/	Торопиться
To compose	/kəm'pəʊz/	Сочинять

Poem	/'pəʊ.ɪm/	Стихотворение
Poetry	/'pəʊ.ɪ.tri/	Поэзия
Friendship	/'frend.ʃɪp/	Дружба
Figure out	/'fɪg.əʊ/	Выяснить
Familiar	/fə'mɪl.i.ə/	Знаком
Crew	/kru:/	Команда
Critical	/'krɪt.ɪ.kəl/	Решающий
Grade	/greɪd/	Оценка
To accomplish	/ə'kʌm.plɪʃ/	Достигать
Smart	/smɑ:t/	Умный
Beast	/bi:st/	Зверь
Root	/ru:t/	Корень
Apparently	/ə'pær.ənt.li/	Видимо

Task 1. Make the sentences using at least 10 words from the list above.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Task 2. Choose 10 words from the list above and find one synonym and one antonym.

Word	Synonym	Anonym

Task 3. Insert the appropriate word from the list above.

1. - I would like to introduce you to my daughter, Veronica.
- It's a _____, miss.
2. The book _____ party I organized.
3. Don't _____ this time. It goes by so fast at your age.
4. You don't like reading _____.
5. Until I've got things more _____, you're the only person I'm telling.
6. Are you _____ with the works of Truman Capote?

Task 4. Listen to the teacher and write down the short summary of the text.

Our story are about an town. A small town. And a people who lives in the town. From a distance, it present itself like so much other small towns all around the world. Safe. Decent. Innocent. Go closer, though, and you starting seeing the shadows. The name of our town is Riverdale. And our story begin, I guess, with what the Blossom twins done this summer. On the Fourth of July, recently after dawn, Jason and Cheril Blossom drive to Sweetwater River to an early morning boat ride.

Task 3. Listen to the dialogue. Choose «true» of «false»

1. Mom told Betty not to worry about grades. T/F
2. Mom told Betty to take extra classes. T/F
3. Mom told, that Betty didn't accomplish anything. T/F
4. Betty wanted to talk about Polly. T/F
5. Polly is Betty's best friend. T/F
6. Betty was late for an hour. T/F

Task 4. Answer the questions.

Did you like the ending of the episode? Why or why not?

Compare what happened to what you expected. What's different?

Which character did you find the most interesting? Why?

Task 5. Make up and act out a scene using the new words.

Homework.

Task 1. Write a review on the watched episode using new words and phrases. The review should reflect what you liked or did not like about the episode.
