Diplomová práce

VYUŽITÍ KNIHY A FILMU *DENÍK BRIDGET JONESOVÉ* VE VÝUCE ANGLIČTINY

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Thesis

USING THE BOOK AND FILM *BRIDGET JONES´S DIARY* IN ENGLISH CLASSES

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ABSTRACT

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This thesis deals with using film together with the book in English language teaching. It provides essential information about the issue, discusses the reasons for using films and books separately in English classes and addresses also combination of both media. The aim of this thesis is to illustrate a variety of activities connected to the film and book *Bridget Jones´s Diary* intended to develop students´ listening and reading comprehension. The research part thus deals with a description of a range of activities which were previously used with students at the particular school and with an analysis of their feedback on the teaching unit as a whole, as well as on individual activities.

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I. INTRODUCTION

This graduate thesis deals with the topic of using the film and book *Bridget Jones´s Diary* in English classes. The main reason for selection of this topic is the fact that I have read the book and found it very funny and interesting and I like the film as well. Although they are sometimes very different, I appreciate both versions of this piece of work. In addition, I believe that such authentic materials exploited for teaching purposes definitely enrich lessons and, what is more, contribute to successful language acquisition. In other words, films and books represent a powerful source of language input offering many benefits to students and therefore the teacher should make use of them as much as possible. It could be said that such alternatives to coursebooks start to play more and more significant role in modern teaching. Therefore I think it is desirable to discuss and research this issue in this thesis.

The Theoretical background chapter provides a theoretical information about using films and books in the classroom, as well as combination of both. The reasons for using these media are discussed and advantages of combining literary works with their filmed versions are stated. Further, advantages and disadvantages of using some possible features connected with films and books, such as subtitles or simplified versions of the book are discussed.

Next chapter called Method deals with the research which is intended to provide a relevant information relating to the participants, research questions, materials used and realization of the research which describes how the research was carried out. The main aim of this thesis is to try various activities connected with the film and book *Bridget Jones´s Diary* and designed to develop listening and reading comprehension with the students of pre-intermediate level of language proficiency. The research questions are related to these activities. Which of them will students consider as the most and least enjoyable and the most and least difficult? Why? In addition, it should be found out whether captioned or non-captioned films are more suitable for the particular students while taking into consideration appropriate grading of the task. The same applies to original and simplified versions of the book.

In the Results and Commentaries chapter, the activities are compared with each other according to students´ feedback in terms of popularity and difficulty. The results are presented in two tables and accompanied by verbal descriptions of findings

and commentaries. The activities are then analyzed individually stating the main reasons for the students´ evaluation.

The Implications chapter deals with important information, ideas and remarks about the research. It suggests some improvements and advises what should be done differently next time in order to achieve more effectivity. This chapter states also some limitations of the research.

At the end of this thesis you can find the Conclusion chapter summarizing the main ideas of the thesis. Finally, there is the chapter called Appendix where all documents relevant to the research can be found.

II. THEORETICAL BACKGROUND

Generally, a successful language acquisition is supported to a large extent by a comprehensible input which is tightly connected with receptive skills, namely reading and listening. Because the activities involving reading and listening are a great source of this comprehensible input and thus form an essential part of successful learning, they should not be neglected. For that reason, the topic which is connected with receptive skills was selected.

The main aim of the theoretical background section is to present all information which is relevant to the topic in order to realize the research successfully. In this section, the facts about using films and literary works in the classroom are presented. These facts are accompanied with important reasons, advice on selection of a suitable material, information about reading and listening comprehension and a brief description of possible activities and techniques. Using subtitles with video as well as advantages and disadvantages of combining literary works with their filmed versions are also important issues discussed in this chapter.

Using Video in English Language Teaching

In the process of English language teaching (further on ELT), a textbook usually represents a basic material which usually plays the main role. However, many teachers sometimes overestimate its strengths and make it the only material used every lesson in the same way. Since the overall pattern is the same in the whole textbook, including the similar types of exercises or the same way of explaining grammar, the lessons may become stereotypical and monotonous. As a result, learners may be bored because they do the similar, expected exercises all the time. In addition, they may lose motivation and interest in English classes in general.

Definitely, the textbook should have its place in English language classroom but instead of being the only material teachers rely on, it should provide them only with a framework to follow. The lessons need to be accompanied by other activities in order to be varied and as much effective as possible. There are many possibilities for teachers how to liven these textbook centered lessons and thus arouse interest in students. One of them could be using films or literary works in the classroom.

Why to use film and video in class?

According to Walker (1999), the main advantage following from using video in the classroom consists in the fact that it provides learners with an opportunity to hear spoken language in action by presenting it in real life situations. First of all, films combine sound and vision (p. 2). Allan (1985) claims that when using video, learners are provided with a visual support which help them decipher what is being communicated. Thus, their comprehension is promoted. Students are able not only to hear but also to see what is going on in the scene (p. 49).

Concerning dialogues, language learners may see many features which facilitate their understanding, for example age of the characters, their sex, relationships between them, their appearance, clothes, social position or paralinguistic information that belongs to common real life communicative situation, such as facial expressions of the characters, their gestures or postures which can be also a part of a specific cultural background. In contrast with audio materials, a video shows language in context and thus develops learners´ understanding.

In a similar way, the setting of the story is explicitly and directly shown to learners so that they are provided with a visual aid which enables them to imagine circumstances of the communication and thus understand better (Lonergan, 1984, p. 4). Furthermore, Walker (1999) claims that the comprehension is strengthen by two dimensions added to video, namely that of time and movement which enables students to follow the narrative with less difficulty (p. 2).

Among other aspects contributing to effectiveness of watching a film in the class belongs an authenticity. On the one hand, the films are usually not designed for using in language classroom and therefore may supply learners with authentic language use. On the other hand, it can be argued about the extent of authentic language considering the fact that the conversations come from a written script and dialogues are carefully devised before. However, films have much in common with other types of authentic materials, especially the difficulties related to language difficulty (Walker, 1999, p. 2).

Selection of video material

King (2002) affirms that a good choice of a video material is crucial in the whole process. Using the wrong film in the wrong way causes frustration in most cases. It can lead to depression connected with the fact that students may be confused and convinced

they will never understand real life English (Selection Criteria section, para. 1). Wang (2009) states the fact that because the effective language learning is nowadays seen as an active process in which learners take responsibility for their own learning, the selected material should correspond with needs, interests, language abilities and level of language competence of the individual learner (The Selection of Film Strips section, para. 1).

According to Wang (2009), another factor influencing the choice of a suitable material is language used in the film which should be in accordance with learners´ language level. On the one hand, if the language is too easy, students may become easily bored and consequently lose interest in the whole film. On the other hand, if the language is too difficult for them, they may lose not only an interest in the film but also a self-confidence (The Selection of Film Strips section, para. 3). However, Stempleski and Tomalin (1990) claim that the language presented in the film is not necessarily a primary criterion. It is more effective to grade the activity or task than the material itself. First and foremost it is the task which should correspond with learners´ language level. As a result, even more difficult films in terms of language can be used with students of relatively low levels of proficiency (p. 9).

Besides, King (2002) mentions that the content of the film is of high importance in terms of motivation. As a rule, feature films motivate learners more than those designed specifically for learning purposes. They represent an enjoyable and entertaining way of language learning especially if they involve a good cast, excellent performances and dramatic changes in the plot. For that reason, popular actors who are well-known to students could bring the film even closer to them and their interests. In addition, a date of film release plays a significant role as well. Although old films seem to be more harmless for students because of a lower possibility of disturbing their morality, recently released films appear to be more interesting for students than classics, appealing on their interests and motivation more (Selection Criteria section, para. 3). Agulló (2004) adds that in case students know the story line of the film at least partially, they are able to focus predominantly on linguistic elements (Rationale: So Then, Why Use Literature Works and their Filmed Version? section, para. 5).

According to King (2002), another factor that should be taken into consideration is a length of the material used. Whether to use only few scenes selected from the film or the movie as a whole depends on teacher´s objectives and language level of learners.

On the one hand, watching the whole film is better for more advanced students since it stimulates discussion about the main issues appearing in the story and enables analyzing. What is more, if the film is interrupted after each scene in order to focus on linguistic elements, students might never discover the narrative and message of the whole story (Whole Film Approach section). On the other hand, short extracts of the film are usually better for less advanced students because the whole film lasting ninety minutes or more may represent an overload for them. Then it is difficult to maintain intensive concentration and interest (Short Sequence Approach section).

Tomalin (1986) reccomends that the teacher should select only a short extract. Even two minutes of film could be a sufficient basis for one lesson´s teaching because there appear many possibilities of exploiting them. Students need to familiarize themselves with the situation, understand the scene and words and practice them through various communicative or comprehension activities (p. 14). King (2002) adds that "it is important to choose scenes that balance dialog with a high degree of visual support, appropriate speech delivery, clear picture and sound, and standard accent" (Selection Criteria section, para. 1).

Teacher´s Role

Lonergan (1984) affirms that in contrast with other learning situations nowadays, in which the teacher tends to be rather mediator or facilitator, when presenting a film or video sequence to the classroom the teacher is considered to play a key role. Although video represents another useful aid available to teachers, it is not meant to replace them. It is the teacher who has to exploit the power of the video in a useful way and manage the lesson successfully. For that reason, the teacher should have control over video, know what are its functions and make use of various possibilities and techniques. In other words, the teacher has to take the main responsibility for using teaching aids such as video effectively in order to maximise the opportunities of learning.

Furthermore, the use of video in class involves a lot of preparation time. First of all, it is a selection of an appropriate and suitable video material and a consideration of the ways of exploitation or possible viewing techniques in order to ensure successful language acquisition (p. 5 - 6).

Walker (1999) suggests that it is necessary for the teacher to take a considerable amount of time before the lesson in order to set the equipment and check if it works

properly. It also involves checking of sound and picture which should be of a high quality. Concerning the sound, the teacher should make sure that the sound is clear in order for students to be able to listen and hear. A special emphasis has to be put on ensurance that speech is clearly audible and possible to understand. As well as to the sound, the same attention should be given to the picture which should be clearly visible for everyone. All students should be put in the position that they can see the screen. Finally, the teacher should take into a consideration a possibility of light disturbance which should be reduced to a minimum (p. 4).

According to Walker (1999), it is necessary for the teacher to be familiarized with the film or video which is intended to be used in the class. If the dialogues presented in the film are to be exploited, the teacher should take into consideration the fact that working with dialogue requires comprehension of an authentic speech. For that reason, it is useful to prepare a transcript of the selected passage, which involves all dialogues. Such a transcript could facilitate learners´ comprehension because it shows the conversation word for word and clears up all difficulties which may occur during listening, thus offering to learners an opportunity to follow the dialogues exactly (p. 5).

Unfortunately, using video in language class is often considered as a challenge for teachers because of technical difficulties which may possibly occur. These problems still heavily influence teachers´ decisions about whether to use such technical aids or not and often represent a cause of teachers´ reluctance to introduce them into the classroom (Lonergan, 1984, p. 5 – 6).

Learner´s Role

However, according to Walker (1999), there are not only advantages which are connected with using films in the classroom. There could also occur some problems arising from the fact that people spend a lot of their free time watching TV, DVD or going to the cinema. Generally, films and television are usually associated with leisure, entertainment and relaxation which may affect the way of watching the video and thus lead to passive and uncritical viewing. As a consequence, when learners are exposed to a film, they simply watch it without much thinking about the plot, characters, their acting, reasons for their behaviour etc. Therefore, using films in the classroom should be in no case intended to provide learners just with an opportunity to relax or entertain in lessons, thus

making them a passive audience. In fact, it requires them watching in a completely different way. The teacher should prevent such a passive and uncritical way of viewing and encourage active participation and engagement which requires responding to the story, as well as taking part on pre-viewing and follow-up activities. In addition, active participation may be supported if learners are provided with a clear task to complete while or after watching a film (p. 3).

According to Cooper, Lavery & Rinvolucri (1991), such a task should make students focus on various elements of the scene, to look at them separately and then in the context (p. 7).

Listening comprehension

Walker (2001a) states, that listening comprehension is one of the crucial aims connected with using films in the classroom. A film version of the literary work brings an important benefit for learners because it accompanies the written text, while the teacher is provided with an extra opportunity to apply a variety of classroom activities (p. 2).

However, Wang (2009) asserts that there may occur some difficulties. At first, learners too often think that it is necessary to understand the passage exactly, word for word in order to complete the task successfully. This attitude which is opposed to effective listening strategies always leads to a dissapointment or even conviction that they are not able to understand real English. Therefore, it is necessary to avoid this problem by informing learners about the aim of viewing and by assuring them that they do not need to understand each word of the sequence. Instead, they should give their best guesses, follow their intuition, accept ambiguity and try to exploit everything they have catched as much as possible (The Selection of Film Strips section, para. 3).

Harmer (2007) claims that another difficulty may arise in the case when students encounter some unknown words in a short period of time. In contrast with book, they have no opportunity to go back and listen to that word again. Such a situation usually makes them to stop listening, think about the word or even worry about it. Hence they are not able to concentrate on the sentences that follow. In case that they do not catch the storyline again, they usually disengage from the receptive task and end up being demotivated (p. 272).

To solve this problem learners should be provided with a set of carefully prepared, appropriately difficult questions or tasks which focus their attention on the main points

of the story instead of individual words. Such tasks practice listening for gist and guide learners towards a better, enhanced comprehension while using more effective listening strategies (Dawson, 2000, p. 24). King (2002) adds the following:

> When students are provided with well-structured tasks and activities designed to promote active viewing and stimulate involvement for making the most of learning opportunities of movies, there is no doubt that feature films are the most stimulating and enjoyable learning materials for the E-generation. (Conclusion section, para. 2)

Possible activities

In this section, some activities and suggestions which are designed to help and increase students´ comprehension are mentioned and briefly described. It is important to note that they can be used to promote reading as well as listening comprehension. At first, the teacher should decide whether students will be asked to listen or read for gist, specific details or detailed comprehension. The particular activities are then designed and modified according to the selected operation.

Open questions beginning with words such as 'who, when, where, why, how' etc. represent the basic activity intended for checking understanding of the text. The required level of comprehension is usually determined by the particular question. Because there are usually several possible anwers, they represent a good starting point for discussions. However, questions that could be answered using exact words and thus require little or no understanding of the text should be avoided. Another possibility would be true/false questions or statements which are generally easier to answer. They are used to check comprehension of a basic content. Some alternatives to true/false activities are corrections of the false statements or differentiating facts and possibilities. However, the main disadvantage is that there arises a 50% chance of right answer even with a minimal knowledge of the text. Completion tasks can have a form of longer sentences to be completed with various reasons or a cloze passage with gaps to be filled in with words which are to be focused on, for example names, vocabulary items or words which occur in the text. Another possibility would be changing the words instead of deleting them. In that case, students are asked to correct the words that are different from the written or spoken text. Ordering means putting various things in order according to their occurence in the text. These could be for example events, pieces of speech or key sentences. They are

usually ordered with the help of numbers. Matching activities do not require detailed comprehension of the content. There are usually two or three colums of different items to be matched. According to the story, learners may match names and facts, sentence halves, words and synonyms, words and their Czech equivalents, characters and pieces of dialogue and so on. Further, a dialogue from the book or film can be exploited for checking of detailed understanding of the text as well. Students may be asked to find out who said what, either from memory or by looking at the text, or to recognize what various pronouns refer to. Another possibility how to promote learners´ comprehension of the film is definitely integrating reading activities into the lesson (Walker, 2001a, p. 6 – 9; Walker, 2001b, p. 9 – 11).

Techniques for using film in class

The following section contains basic techniques of exploiting video material in the classroom. Each of these techniques is suitable for various purposes and can be applied to various activities and situations, depending on the teacher´s objectives of the lesson.

Normal viewing

Normal viewing means that the teacher plays either the whole film or short extracts from the film with both picture and sound without pausing. Everyone in the classroom is able to see and hear what is happening on the screen. However, this technique is not very suitable for the language classes because it can be difficult for students to catch all relevant information if the recording is played just once and, in addition, without pauses. In case they miss something, they have no chance to clear up the missing words next time.

Repeated viewing

A type of viewing during which learners watch the film or sequence in the same way as was previously mentioned. The only difference is a possibility of rewinding and replaying some parts, even several times. By repeating scenes, students have better opportunities to fill in the words they have previously missed or to extend the information they have heard before. In other words, they understand the text to a larger extent.

Still picture

The following technique called also freeze frame can be described as being similar to pictures. While playing the video sequence, the teacher stops playing the scene at some points by using the pause button so that there is a still picture on the screen. Such a picture of action, surrounding, characters or their expressions can be then used for making predictions about what will happen next or what the character will say, describing the situation or character, pre-teaching new vocabulary or simply for checking comprehension.

Silent viewing

A method during which learners can see only the picture without sound so that they are enabled to make use of visual information only. Silent viewing can be exploited in the following ways. Students can make predictions about what is happening or what will happen next, they can simply give descriptions about what they see or create their own dialogues for the characters.

High speed viewing

High speed viewing offers two possibilities, namely rewinding the sequence backwards or forwards. Moving the story fast forwards supplies students with a kind of preview of the story or written text. Furthermore, it can serve a purpose of pre-teaching key vocabulary. Rewinding backwards can be used as a kind of summary of events students have previously seen or read and therefore it is suitable for activities requiring reconstruction of events in their chronological order.

Sound only

While using this type of viewing the screen has to be covered, switched-off or turned away from the students so that they cannot see what is happening. They can work only with the information they hear. This technique similar to listening to the tape recorder or CD player can be exploited especially for activities contaning guessing. On the basis of what they hear, students guess what is happening on the screen, create their own situations and role-play them afterwards or they can try to put the events in the correct order.

Split viewing

Split viewing, often called jigsaw viewing is a technique based on the information gap. Generally, information gaps arouse curiosity and need to communicate and gives a reason to the real communication. They can be exploited in various ways. For instance, some students can only hear the dialogues while the others are able to see the picture and hear the sound as well. Alternatively, one half of the class watch the video sequence with no sound, the other with no picture. Then they are paired together to ask and answer questions and describe what they have seen or heard in order to complete the story. Therefore, split viewing is suitable for communicative activities involving descriptions (Walker, 1999, p. 4).

Using subtitles

Obviously, subtitles represent one of a variety of special features which are offered on DVD films. There often arise a question among teachers if they should play a film with or without captions. However, there is no unambiguous, correct answer to this question. Instead, the choice depends on a particular purpose of the activity and learning objectives in general.

Captioned films

As can be expected, a subtitle feature, available to most of the DVD films represents a big advantage since it provides an important classroom aid in the process of using films in ELT. King (2002) states that captioned films seem to be more effective than non-captioned movies because they develop students' comprehension ability. One of the most important benefits following from using subtitles is the fact that they help learners follow dialogues easily, thus allowing them to concentrate on the plot of the film. In other words, they connect reading skills to listening skills by enabling students to keep up with the captions that accompany spoken dialogues. As a result, because students can see and read words on the screen, they definitely understand better what the characters say. They also improve fast reading because the text of captions often appears only for a moment and then vanishes quickly. Moreover, subtitles demonstrate the differences between spelling and pronunciation of particular words. Students might practice pronunciation by repeating after the characters and thus learning how to pronounce these

words. To sum up, subtitles help students make use of different strategies for working with information.

However, the main problem that can arise in relation to using English-captioned films is that students often concentrate primarily on reading captions rather than on listening to dialogues, so that reading is given more attention than listening comprehension. Furthermore, since subtitles represent a support ensuring better understanding and thus providing students with security, reading them may become a habit which is hard to dispose of. As a consequence, some learners may become confused, helpless or even afraid to work on their own without subtitles (DVD Films section, para.4 - 6).

Non-captioned films

On the other hand, King (2002) finds that there are many reasons for using non-captioned films in the classroom as well. It is particularly the fact that films without subtitles practice listening for gist and create a tolerance for ambiguities. Furthermore, they help learners develop different listening strategies such as guessing meaning from context, visual clues or voice of the characters and last but not least, they promote active viewing and have the power to motivate students to work with an authentic material on their own.

Nevertheless, there may arise many problems following from language difficulty. Since non-captioned films are usually intended for native speakers of English, they often contain challenging or complicated language, including high speed of speech, accents, unclear words, idioms and slang, culturally specific expressions and so on (DVD Films section, para. 7 - 8).

According to King (2002), "Exposing learners to authentic materials, however, is a necessary stage in the learning process to help them master listening strategies" (DVD Films section, para. 7). As already mentioned above, watching films without subtitles surely represents a challenge for foreign language learners but such a step should be taken sooner or later in order to experience more effective English learning.

To sum up, films with subtitles have definitely beneficial as well as unfavourable effects on foreign language learning. The same applies to films without captions. For that reason, scenes accompanied by subtitles as well as non-captioned scenes were used in this thesis in order to see the benefits and disadvantages of both.

Using Books in ELT

Why to use literature in class?

As already mentioned at the beginning of this thesis, integrating films or literature into the classroom represents one possible way to liven the lesson. Collie and Slater (2011) suggest that as well as the video, literature provides learners with an exposure to authentic samples of language. In other words, feature films as well as bestsellers are not specially designed for teaching or learning purposes. They enable learners to be exposed to a genuine language in its possible forms which is usually used in real life situations (p. 3 - 4). Collie and Slater (2011) find the following:

> In reading literary texts, students have also to cope with language intended
> for native speakers and thus they gain additional familiarity with many different
> linguistic uses, forms and conventions of the written mode: with irony, exposition,
> argument, narration, and so on. (p. 4)

Moreover, a book or bestseller usually includes features of culture of the target country as well. Many of language learners do not have an opportunity to live in or visit the country whose language they are studying and their only possible encounter with the foreign culture is enabled by an access to literature. The characters depicted in literary works often come from various backgrounds and, what is more, learner is usually given a clear picture of what they eat, buy, enjoy, like or deplore, how they speak or behave in certain situations. That is why learners can recognize and understand their feelings, thoughts, habits, traditions or way of life in general (Collie & Slater, 2011, p. 4).

Collie and Slater (2011) affirm that using literary works in the classroom may contribute to learners´ language improvement in terms of linguistics which is related especially to vocabulary. During reading, learners are exposed to a high number of new words (p. 4). According to Dawson (2000), "Each time the learner reads and understands a word, the learner´s knowledge and understanding of that word is reinforced and extended" (p. 2). Collie and Slater (2011) agree with the fact that their receptive vocabulary is constantly expanded and thus, transfer to a more active use is facilitated. However, the usefulness and appropriacy of these words can be often questioned since the language occuring in many literary works is not typical for the language used in daily life. In spite of it, if regarded as a supplement to other materials, literary works have still some linguistic benefits to offer (p. 4 - 5). Collie and Slater (2011) state the following:

On the positive side, literature provides a rich context in which individual lexical

or syntactical items are made more memorable. Reading a substantial

and contextualised body of text, students gain familiarity with many features

of the written language – the formation and function of sentences, the variety

of possible structures, the different ways of connecting ideas – which broaden

and enrich their own writing skills. (p. 5)

Collie and Slater (2011) say that another indisputable benefit following from the use of literary works in the classroom is the fact that literature, when carefully chosen, can build a personal engagement in learners by making them completely absorbed by the story. Being curious about what will happen, they follow the development of the story and share emotions of the characters trying to identify with them. Especially bestsellers can work really well in this sense because of their popularity and publicity. In real life, people mostly choose to read books they have already heard of or books recommended to them by other people. In other words, the use of bestsellers definitely has positive effects on the whole language learning process by making students well-motivated (p. 5 – 6).

Choosing passages

There is no universal and single advice to follow when trying to choose a suitable passage for classroom learning. As applied for the selection of video material, it is important for the passage of a literary work to be interesting in itself and close to learners´ interests in the first place. It should reflect their needs, desires and last but not least, their level of language competence. In addition, a passage that represents an overall pattern of the book providing a good starting point for a range of classroom activities should be selected. Naturally, the length of the passage should be taken into consideration as well, especially with regard to the class time. Therefore only really short excerpts from the book were selected in order to manage and try a variety of activities (Collie & Slater, 2011, p. 12).

Original or simplified version?

With respect to learners´ level of proficiency, there often arises a question whether to use unabridged, original works or their simplified versions. In brief, as mentioned previously, it is primarily a question of language ability of learners. On the one hand, even though a simplified version preserves story line of the original, it does not give students

the opportunity to be exposed to authentic English in comparison with an original text. In this sense, originals usually offers much more and therefore should be preferred whenever possible. On the other hand, it is obvious that the language of unabridged literature could be so difficult for students (especially at lower levels) that they are not able to grasp even the central plot and as a result, they might not get much out of it and lose interest. What is more, such a demanding text could cause a lack of confidence or even discourage students from reading. Conversely, a simplified version of an original may represent an enjoyable activity for many learners because it provides them with a chance to hear language which is matched to their level of competence in English and to recognize many words. Successful understanding of the text can give them psychological encouragement, promote motivation, arouse interest in literature and build a positive attitude to reading in general. As a consequence, activities connected with both original as well as simplified versions are included in the research in order to see the differences between them and to evaluate their efficiency and contribution to the language learning process. (Collie & Slater, 2011, p. 5).

Reading comprehension

One of the basic purposes of using books in the classroom is obviously comprehension of the written text. Nevertheless, as already said in the chapter dealing with listening comprehension, the language used in the book plays an important role in the process of understanding. An inappropriate language of the book (either too easy or too difficult) can lead to boredom on the one side or disappoinment on the other. Further, during reading many learners think that if they know the meaning of each word in a sentence, they understand a general idea. For that reason they may focus on the text in detail in order to understand as many words as possible. As a consequence, they read slowly and ineffectively (Dawson, 2000, p. 19). Harmer (2007) mentions that there arises a question about what makes the language of the text difficult. One determining factor could be word and sentence length. Obviously, if the sentences and words in it are longer, the comprehension becomes more complicated. Another crucial factor which influences comprehensibility is a number of unfamiliar words in the text. The more unknown words students encounter, the more difficulties they will have in understanding the text as a whole. To sum up, both length of the words and sentences and frequency of unfamiliar words play a key role in terms of comprehensibility.

It is important to mention that the comprehension of the written text can be also promoted by using various tasks or activity worksheets which should be carefully prepared in advance. In order to avoid the problem of inappropriate text, students should be always provided with an appropriate level of challenge. That means that teacher should make the tasks difficult but achieaveble. As a result, even difficult text may still be used with students, but only if the task corresponds with their language level and thus leads them towards a deeper understanding of the text (Harmer, 2007, 274 – 275).

However, research by Brumfit and Carter (1986) adds an information about the fact that successful comprehension of literary works does not depend only on basic understanding of the language of the text, which is usually very specific and sometimes difficult even for native-speaking readers. An appropriate degree of uncertainty about the literary text is natural even for them and accepting this fact may indicate a good reader (p. 187).

In addition, before learners start to work with the actual text of the bestseller, they need to be prepared to reading and working with the text. For that purpose, teacher can use a variety of activities that help learners to get useful information about the book before they start reading. For instance, learners may be prepared for reading though listening or viewing tasks. Another possibility represent activities involving predictions and guesses of possible developments of the story. Learners try to suggest possible following action and after that they read the corresponding part of the book in order to check their answers. Furthermore, learners could work with jumbled items, either with events or statements occuring in the particular scene or order various different kinds of things such as series from events, speakers or pieces of dialogue (Walker, 2001b, p. 7 – 8). In the same way, the activities mentioned in this section could be used to prepare learners for listening tasks as well. The activities which could be used to develop reading comprehension are briefly described in the Listening Comprehension section because they work on same basis.

Connection between Two Genres: Film and Book

Walker (1999) states that the film and book (even if they deals with the same story) represent two very different genres of a narrative which offer many benefits to students. These benefits are described below.

Firstly, combining film and book in the classroom seem to have a very motivating effect on learners. It may build an internal motivation in learners which causes that they

learn because they want, not because they must. In other words, it represents an enjoyable way to catch learners´attention and engage them in learning. Furthermore, as mentioned above, it can develop students´ ability to read in the foreign language and encourage them to read for pleasure. In other words, using a film which was originally written as a book is even more desirable in the way that it can stimulate students to read the book and vice versa. If they have enjoyed the book they will definitely appreciate watching the film version of the book.

When these two media are used together in the classroom a great advantage could be taken of them because they provide learners with an opportunity to follow the narrative easier and thus take as much as possible from the story. Teacher can make use of them in many ways. For example, much of visual information presented in the film often corresponds with the text in the written version, providing a context of a narrative. Therefore it enables learners to identify these sections in the book and thus makes it easier for them to follow the written text and vice versa. Moreover, on the basis of the particular section of the film, students can guess the meaning of unknown words which appear in the book. The same effect can be reached with listening comprehension as well. Students who have read a dialogue corresponding (either exactly or in slightly modified form) with the spoken language in the film before watching it will be probably more successful in understanding of this conversation in action (p. 3).

Benefits arising from combining literary works with their filmed versions

Agulló (2004) asserts that watching films represents an appealing and enjoyable activity belonging to people´s everyday life and books should be part of it as well. Moreover, both media are indisputably great sources of comprehensible input which constitutes an important part of language acquisition as already stated. Concerning films, learners have the opportunity to hear a genuine English of native speakers including slang, reduced speeches, stress, accents or dialects. This is worth especially in the foreign language classrooms where students´ input is usually restricted only to the language of the teacher and classmates. Reading literary works contributes to this input in a sense that learners have an opportunity to enlarge their vocabulary. In addition, while working with both media they are exposed to correct samples of language in use. These linguistic models, although seemingly unnoticed, can be unknowingly memorized and later

automatically recalled because they are listened or read by students within a meaningful context. In brief, if viewing films and reading their written versions are combined in the lesson, their beneficial effect on learning is even more strengthened (Rationale: So Then, Why Use Literature Works and their Filmed Version? section, para. 1 - 4).

Walker (1999) mentions that the book and film versions of one story definitely contain many differences and similarities which can be focused on in the lesson. In case students have the possibility to encounter both forms, these differences and similarities will be usually obvious to them (p. 3). This can be then exploited for language learning, namely in activities which involve explaining, comparing etc. For that purpose, a scene from the book which is also portrayed in the film should be selected. However, even the same scene could differ from the book in many ways, for example in plot, setting, events, ending, etc. but these differences may be exploited for learning as well.

To sum up, by combining the film and book versions both reading and listening skills can be effectively practiced in a natural and enjoyable way through investigating relationships between these two forms of the story. As can be expected, there arise two possibilities of organising watching and reading activities which are described further. Their order should be carefully considered in order to be in accordance with the purpose of learning (Walker, 1999, p. 5).

Difficulties of combining literary works with their filmed versions

According to Agulló (2004) there are also some difficulties relating to working with both literary works and their filmed versions. The main argument against combination of these two media follows from the fact, that many people usually do not appreciate the film after they have read its written version. It is caused by the fact, that book allows reader more space for imagination because a people´s mind has no limits of time and space. To put it more simply, the imaginary world portrayed in the film is visualized by the reader in some way according the book but the vision of the director (or any other person) is usually different. As a result, the characters, plot, events appearing in the movie usually do not correspond with the reader´s vision and impression of book thus causing a dissapointment (Difficulties Arising from Trying to Combine Literary Works and their Filmed Versions section, para. 1).

Agulló (2004) also mentions that there exists an opinion amongst people who nowadays prefer rather audiovisual media to written text as a source of information that

the film version represents a comfortable medium which saves time and provides viewers with an enjoyment while making only little effort (Difficulties Arising from Trying to Combine Literary Works and their Filmed Versions section, para. 3).

Watching video before reading corresponding part in book

The following section deals with the main aspects of showing learners scenes from the film at first, before they the corresponding part of the book.

According to Walker (2001b), "Listening and viewing activities can also help to develop and expand students´ understanding of their book" (p. 11). As already mentioned, it provides learners with a background information about setting, plot or characters and prepares learners for reading comprehension. Further, it serves as a preview of the story enabling learners to create their own images and pictures about the scene and therefore it makes working with the written text easier. However, a challenge may appear as well. In order to comprehend the written text, students have to understand the video or at least an overall idea of the sequence. That is why the teacher has to pause the video from time to time and make sure that learners have understood what they have seen, especially the events and dialogues. It is worth mentioning that activities requiring pairwork or groupwork may contribute to the understanding as well.

Another considerable benefit following from watching film sequence first can be seen in the possibility of pre-teaching key words. By using the film, the teacher is offered many ways of introducing the topic that enable students to establish what they already know. On such a basis, teacher can smoothly follow up with key vocabulary appearing in the written text which is needed for comprehension.

Finally, using video sections before reading also works well in terms of students´ motivation. Film is a great tool building interest in learners. When appropriately used, film arouses curiosity and helps catch attention of learners and thus activates motivation. In other words, it can make students interested and engaged in the activities (Walker, 1999, p. 3 - 7).

Watching video after reading corresponding part in book

The following section deals with the idea of watching a film sequence after students have read the corresponding parts in the book. Walker (1999) finds that such

an organisation could strengthen understanding of the previously written text and enrich their impress of the story. Alternatively, watching a scene of the film after reading the corresponding part of the book could be exploited for checking of understanding. Furthermore, it contributes to better listening comprehension in general and can be then followed by some follow up activities, such as discussion or reformulation. By such an organisation, differences between book and film versions may be exploited as well. Students may be asked to identify the parts in the book which correspond exactly with the film, the parts which are portrayed partially or the ones which are completely different. The same can be done with dialogues or sentences spoken by a character (p. 11).

The theoretical background was concerned with all relevant information which forms a basis for the research. Primarily, the facts about using films and books in the classroom involving reasons, role of the teacher and learner or selection of a suitable material are presented in this section. A brief description of vaious techniques and activities which could be used in relation to the film and book is included as well. At the end, a combination of these two genres is discussed together with its benefits and difficulties. A practical part begins in the following section which is concerned with an important information about the research and its realization.

III. METHOD

The following chapter deals with detailed information relevant to the research and realization of the teaching unit that was carried out in February 2013 during my teaching practice in a grammar school in Vimperk where I studied years ago. This section contains research questions, information about participants, and materials used. Further, the teaching unit together with activities used for the research are described.

The teaching practice consists of twenty lessons but the research was realized within last three lessons. These lessons took place mostly in the afternoon, one of them immediately after lunch. The lessons took place in a clasroom equipped with a computer and interactive whiteboard with loudspeakers which were used for a projection. The aim of the teching unit was to try a variety of activities connected with the book and film *Bridget Jones´s Diary*. The activities were intended to develop receptive skills, namely listening and reading and to find out how they work in practice.

Participants

The research was carried out in one group of second year students. The group consisted of 17-year-old students from two classes, namely 2.A and 6.G which were put together for English classes. The majority of them were girls. During the teaching practice, there were usually eight to twelve students in the classroom but in all three lessons focused on the exploitation of *Bridget Jones´s Diary* the number of students was constant, namely nine. It should be added that for these three days the same students were present.

The language level of the students was comparable, mostly pre-intermediate with few students being rather intermediate. Most of the students have been studying English for ten years, only few of them only five years. However, it is important to note that students from the class 6.G who have been attending the grammar school since sixth grade of elementary school started to learn English again from the beginning.

Materials

Bridget Jones´s Diary

Bridget Jones´s Diary is a romantic comedy film based on Helen Fielding´s novel of the same title. It was directed by Sharon Maguire and released in 2001. The film casts

Renée Zellweger as Bridget Jones, Hugh Grant as superficial Daniel Cleaver and Colin Firth as Mark Darcy, Bridget´s true love. The adaptation gained thirty nominations to various awards, including eight wins. Renée Zellweger was nominated for an Academy Award for the Best Actress in a Leading Role for her performance in the film. The novel was published in 1996 and immediately won an immense popularity with its two million copies sold in 2006. A sequel called *Bridget Jones: The Edge of Reason* was published in 1999 and then released in 2004.

Reasons for selection

The film and book *Bridget Jones´s Diary* was selected according to the criteria mentioned in the theoretical part of this thesis. The main reasons for selection of this film and book to be used in my research are as follows.

First, the fact that the film is relatively new and popular all over the world could indicate that some students may be already familiar with it. Thus, it may have a favourable effect on learning because it facilitates the orientation in the story and thus enables them to focus primarily on the language. In addition, a good cast which includes great performances and famous actors who are well-known to many students may arouse interest of teenagers as well.

Second, the novel is written in a diary form. Generally, diaries attract people´s attention because they contain something secret and intended only for eyes of a writer. The diary form is characterized by the first person narrative voice which makes the story more personal and offers a closer insight into the Bridget´s real personality. The reader is given an opportunity to take a look into her head, to recognize her thoughts and feelings and thus enabled to identify with Bridget. The readers (especially women) often have a feeling that they encounter themselves. Concerning young learners, it can be even more appealing for them and closer to their interests because they maybe lead their own diary as well. In addition, there are no long passages of description in the novel. Bridget tells everything like it is and that is why the readers find it very attractive and funny.

Concerning content, the novel deals with various kinds of relationships, either those with men and friends or those related to work. Generally, relationships represent a theme of everyday life which is very close to teenagers who have their own problems

in this area. Furthermore, Bridget tries to control the chaos of her own life but often finds herself in very embarrassing and humorous situations which could attract learners´ attention as well. To sum up, all of the features mentioned above are definitely close to many teenagers and especially to girls. Fortunately, the majority of the students were girls so that the choice seemed to be good.

As far as the language is concerned, the film contains present-day language that includes humorous dialogues which are of appropriate length for using in the lesson. Because there occur some colloguial and idiomatic expressions, the book and film may be suitable rather for students with upper-intermediate levels of language proficiency. This implies that it would have been difficult for my students to understand it. However, as mentioned in the Theoretical background, they are not expected to understand every word but catch the overall idea instead. In case the passage was found to be really difficult for the students, English subtitles were used to support their comprehension. In the same way, when the language of the book seemed to be too hard so that it could prevent the students from understanding, a simplified version of the book was used. This version is intended for students with intermediate levels of language so that the text is modified with regard to them, in order for them to be able to understand the main ideas. Moreover, the learners were provided with the tasks of appropriate difficulty that were adapted to their language level in order to guide them towards better understanding.

The modified version was published in 2009 by Macmillan Publishers Limited. Based on the facts mentioned above, the activities involving both original and simplified versions were used in the classroom. They are commented further in the chapter Results.

Research Questions

As already mentioned above, the teaching unit was designed to contain eight activities. The main purpose of the research is to find out, according to the feedback from the students, which of them will be the most and the least popular with the learners and why. In the same way, it should come to a finding which of them the students will find the most and the least difficult. Because the Theoretical background was concerned with benefits as well as disadvantages of using subtitles with English feature films, it should be found out whether non-captioned sections of the film or sequences with subtitles will be more beneficial for the particular students while taking into consideration an appropriate grading of the task. In addition, the research should answer the question which version

(simplified or original) of the book *Bridget Jones´s Diary* will be more efficient to use with the students keeping in mind task grading again.

Teaching Unit

The research included eight activities. Many of the activities involve operations mentioned in the Theoretical background, such as ordering, matching, inferring meaning from context, gap filling or word corrections. These were chosen because I wanted to try a variety of tasks. In addition, for every exercise to be completed successfully, different abilities and kinds of comprehension are required. When designing the tasks, I was inspired by the sources used in this thesis so that the activities were based on Dawson (2000), Lonergan (1984) and Walker (1999; 2001a; 2001b).

Each activity was accompanied by worksheets for the students. During every lesson, the students were filling in the worksheets which were then collected at the end of the lesson. They are situated in the chapter Appendices. I decided to include worksheets which are already completed by the students because they show not only the task but also students´ answers. In order to avoid redundancy, I chose only one sample worksheet for each activity which was legible in the first place and which I found to be the most interesting.

Checking was realized in a form of self-check in pairs or presentation of the results to the whole class. The rest of the class often checked and corrected the answers, stating their own results. Sometimes, few students were asked whether they agree or not and invited to tell their solutions.

At the end of the teaching unit, a feedback table was prepared and distributed to the students in order to get feedback from them. This table was designed to provide information about how students enjoyed the activities and whether they found them easy or difficult. All feedback tables can be found in the Appendix 1. The students could express their opinions and feelings about the activities. They assigned points to individual activities according to how they liked them and how difficult they found them. In addition, they gave reasons for their evaluation and wrote comments, remarks and suggestions.

It should be pointed out that there arose one specific problem. Although I tried to design the activities to be as appropriate as possible for the learners and their language level, in fact I had only a rough idea about it because there was very little time to get

to know the students properly. I had not many opportunities to find out what they were like, what needs, interests and abilities of each student were, what they already knew or what relationships were there in the classroom. Therefore it was difficult to design the activities to correspond exactly with the students, their needs and language level.

As already mentioned, the overall aim of the teaching unit was to create a range of different activities related to film and/or book *Bridget Jones´s Diary* and to try them with the students in the classroom in order to develop their listening and reading comprehension.

Lesson 1

The first lesson took place on Monday 18th February 2013 from 11:20 to 12:05. The group consisted of three students from the class 6.G and six students from 2.A. The lesson included introduction of the film and two longer activities. The learning objectives were to enlarge students´ vocabulary and to practice primarily reading and listening comprehension, particularly inferring meaning from context and detailed listening. Speaking skills were practiced as well. As already mentioned above, because I did not know the students enough, there could be no assumptions made about what they already know and what they will be good at. Concerning anticipated problems, I expected that reading original version (occuring in Activity 1) which is really difficult for pre-intermediate students may probably represent a problem for the students. Therefore, the filmed version of the passage was used first to strengthen their comprehension. Moreover, the reading task was simplified by adding English synonyms and Czech equivalents to it in order to be more appropriate for the students.

Introducing film

As already mentioned above, the lesson started with an introduction of the film in order for students to become little familiarized with it. As expected, many of them already knew the film so that they were only reminded of it.

I informed the students that within following three lessons we would be working with a film and book. Then I played them about one minute sequence of soundrack from *Bridget Jones´s Diary*. The single is called "Woman Trouble" by The Artful Dodger and Robbie Craig and although it appears in the film, it is not so recognizable. For that reason, the song was selected. The students were not able to recognize it immediately so that they

were forced to give their guesses about the film. According to their opinion, they should have filled an assumed film genre, film title, time (historical period) and stars in the worksheet. After that they compared their opinions in pairs and some students then presented their assumptions to the class.

After that we were talking about the film for two or three minutes. The discussion was focused on what they already knew about the characters, plot or what their expectations were. The introduction lasted approximately five minutes.

Activity 1 – Inferring meaning from context

The Activity 1 was intended to practice both listening and reading skills by inferring meaning of words from context. The operations used with this task were guessing and matching. It consisted of two exercises. The first, pre-reading task was based on watching the film, while the second was related to reading the book. The main reason for such an organization was that viewing was intended to prepare students for reading.

At first, the learners were explained what to do and given a worksheet with nine English words (see Appendix 2 with two completed worksheets). Many of them were probably unknown to them. Then a passage from the film in which many of these expressions occur was played twice. Because many of them were not known to students yet, the English subtitles were used with the passage to help them recognize the words in the spoken language. On the basis of the context provided in the film, students were asked to try to guess meaning of as many of them as possible. After that, they should have discussed their guesses in pairs.

For the second task, an original version of the book was used. Because the book is usually more extensive that the film, the corresponding passage in the book was too long to be read in the classroom (approximately six pages). For that reason, only crucial parts of it were selected and put together into one page. The students were distributed a worksheet with three columns (see Appendix 2). In the first column, the expressions from the first task were found, the second column included synonyms of these words in the wrong order and the third columns comprised Czech equivalents of previously mentioned words in the wrong order as well. After the students had read the expressions and definitions from the worksheet, they read the corresponding parts of the book and matched the words with their English and Czech equivalents according to the context

of the book. When they were ready, they were given an opportunity to self-check. One student wrote the answers on the table and the others were asked if they agree so that the whole class then checked and corrected the wrong answers.

Although the activity was estimated to last fifteen minutes, it took approximately twenty-five minutes. The film scene can be found between 00:01:00 – 00:04:55 and the selected parts were taken from pages 9 – 15 of the original version of the book.

Activity 2 – Sentence corrections

The content of Activity 2 were sentence corrections which required more detailed listening. Students were instructed about the exercise and given a worksheet with nine statements extracted from the dialogues but appearing in slightly modified form (see Appendix 3 with one of the completed worksheets). In every statement, there always occured one word which differed from the film. The statements were selected not to occur immediately one after another, thus allowing students time to write their corrections so that they did not have to worry that they missed something.

After they had read the statements, the learners were shown a film clip without subtitles. According to what they heard, they should have corrected the mistakes in the worksheets. The scene was played twice in order for students to be able to complete the task successfully. Then they discussed their answers with a partner and at the end they were provided with the scene accompanied by subtitles for checking.

The scene took place between 00:50:30 and 00:54:30 and the learners were doing the task for fifteen minutes.

Lesson 2

The second lesson was realized on Tuesday 19th February 2013 with the same class. The time devoted to *Bridget Jones´ Diary* was from 12:10 to 12:55. As already mentioned above, there was a constant number and structure of students so that the same students were present for all three lessons. The lesson comprised two longer activities called Ordering statements and Similarities and differences. Again there was a combination of both reading and listening. The main aim of the lesson was to practice detailed listening to authentic speech as well as reading and to extend student´s comprehension through exploitation of similarities and differences of the book and film versions. Further, the learners practiced speaking and writing as well. The students should have been able

to see how the book can be portrayed including changes such as expanding or condensing text. Anticipated problems were related primarily to Activity 4 which required a high degree of comprehension in order to compare book and the film. Although the students worked with a simplified version, there occured some words which I considered as being unknown to the learners. In addition, there might have arised a problem that when stating similarities and differences, the students would have had no idea of what to focus on because the range of various examples was really wide, including many details as well. For that reason, the suggestions to talk about were distributed to the students together with key words and their translations.

Activity 3 – Ordering statements

Activity 3 included ordering statements according to the film, thus practicing listening skills, particularly detailed listening.

At first, the students were provided with a worksheet containing nine statements that occured in a short film sequence in exact wording but in a wrong order (see Appendix 4 with two completed worksheets). After they had become familiarized with the utterances, the film sequence without subtitles was played two times. The students were instructed to order the statements according to when they hear them in the film by assigning numbers to them. After the students had completed the worksheet, the scene was played again, this time with English subtitles and stops after each statement so that learners were able to check their answers.

The selected sequence appears in 01:14:20 – 01:17:20 in the film. The whole activity took fifteen minutes.

Activity 4 – Similarities and differences

The following activity which was based on a comparison of film and book involved all language skills. It was oriented on recognizing similarities and differences of the book and film.

To begin, the activity was explained to the students. As already mentioned above, pre-teaching vocabulary had a form of list with particular words and their translations given on the paper which contained also some main points or tips to talk about in order to provide learners with a direction and guidance. The students were also given a worksheet and assigned a particular task (see Appendix 5). Some of them were asked

to concentrate on the parts of the text which occur exactly in the same way in the book as well as in the film (similarities), the others to identify parts of the text which are either portrayed in the clip but with some differences or which are not portrayed in the film at all (differences).

Firstly, the students read a short passage of the simplified version of the book (see Appendix 5). This version was used to ensure better understanding of the text, thus providing them with a basis for successful completion of this task. After reading, they were presented with a corresponding scene in the film with English subtitles which was played twice. According to both media, they were asked to think of and find similarities or differences with a minimum of five. After they were done, the learners were given the opportunity of self-checking. They discussed the issues in pairs and compared their findings with a partner who had the same task. Some ideas were then presented to the whole class which tried to decide if they were right or not.

The learners were instructed to try to find as many things as possible and it is important to note that they really made an effort and managed the task well. Many of them found and wrote more than a required minimum.

For this activity, the same scene as in Activity 1 was exploited, namely the sequence of 00:01:00 – 00:04:55. For reading, pages 11 and 12 were selected and extracted, this time from the simplified version of the book. Since there were two different operations combined in the activity, which required both listening and reading comprehension, it was quite time consuming with twenty-five minutes of duration.

Lesson 3

The last lesson dealing with the book and the film took place on 20th February 2013 between 13:00 and 13:45. There were again nine students present, eight girls and one boy. It was situated in the same classroom. This lesson was filled with four activities. For two of them the same text was used. The main aim was to strengthen reading comprehension and to develop imagination. In the lesson, all language skills were practiced, namely listening, reading, writing and speaking. Some problems were anticipated to occur in Activity 5 and 8. I expected that the learners would not have been able to express their ideas correctly. Unfortunately, these difficulties really arose. The learners often did not know how to express themselves and their language was incorrect. Another possible problem was related to reading comprehension (as in Activity 1) where the text of original

version was used. In order to promote understanding, they were given a sheet of paper with key words and their translations again.

Activity 5 – What will happen next?

Although this activity was designed to train listening and writing skills, the main emphasis was put on developing predictions about the plot on the basis of visual clues.

The learners were explained what to do and after that shown a captioned part of the film with many stops, thus using a still picture technique. After each stop, they were asked to guess what will happen next in the story in two or three sentences. What will Bridget, Mark or Daniel do? What will they say? The learners were instructed to use their imagination, wrote any idea and not to worry about their guesses to be wrong. They wrote their ideas to the worksheets distributed to them before (see Appendix 6 with one completed worksheet) and then dicussed them in pairs. Immediately after that, they could compare their ideas with actual events occuring in the film.

For that activity the scene which happens between 01:05:15 and 01:06:30 was selected. In accordance with the expectations, the students were doing the activity for ten minutes.

Activity 6 – Ordering events

The following activity involving ordering events according to the written text was designed to practice primarily reading comprehension.

Students were told what they are expected to do and given a worksheet with nine events which were put in the wrong order (see Appendix 7). Then they were asked to read an excerpt from the original version of the book. For that purpose, the scene from the pages 240 – 242 was chosen. With regards to its difficulty, only some important parts were taken out and put together for reading in the classroom. Moreover, they were given a list of some key words translated into Czech. Their task was to put the events in the correct order. Because the film does not exactly correspond with the book most of the time, it was not possible to show them the scene from the film for checking as was initially intended. Instead, they compared their answers in pairs and finally they were called up one by one to tell next event. Some other schoolmates were asked whether they agree or not and what suggestions they had instead. Finally it was checked with the whole class. Altogether it took about twelve minutes.

Activity 7 – Gap filling

This activity was aimed to develop reading comprehension by making use of filling in the gaps.

At first, the students were familiarized with the activity. Then, they read an excerpt from the unabridged version of the book, the same as in the previous activity (see Appendix 7). A written summary of the excerpt with some gaps in it was prepared and distributed to the students in advance (see Appendix 8). According to the comprehension of the written text, they were asked to fill in the gaps. It is important to note that the gaps were designed to be filled with words that were either assumed to be already known for students, for example *idea*, *interview*, the verb *to give* or words which could be easily found (even though in other form) in the text. After the activity, presentation of results followed so that they were checked together with the whole class. Because the students had read the text before, the duration was about eight minutes.

Activity 8 - Dialogues

The last activity was a pair work oriented on dialogues. Although it practiced also listening skills a little, they cannot be mentioned as the main aim. It was rather designed to develop writing skills as well as to provide learners with a more relaxed task and to promote their imagination and guesses. Their task was to create dialogues while using visual clues as much as possible.

After the explanation of the activity, the students were divided into pairs. A film clip without sound and subtitles was played to them, thus applying a silent viewing technique mentioned in the Theoretical background chapter. The learners tried to suggest their own dialogues for the characters. After a character stopped talking, the scene was paused in order to allow the students time for writing. They were told not to worry and to write any ideas that crossed their mind. The selected film sequence contained features which definitely promoted learners´ understanding of the situation and provided them with a contextual information such as distinct facial expressions of the characters, explicit gestures, postures or things indicating what the characters might talk about. On the basis of such a context, the students could predict or make up the dialogues for the characters more easily.

When they finished, they should have been shown the film clip once more, this time with sound, in order to compare their suggestions with the real dialogues occuring

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in the film. Finally, they could role-play their dialogues as a follow up activity. Unfortunately there did not remain enough time not only for the role-play but also for finishing the activity. The students managed to create dialogues only for first few utterances.

To conclude, the scene can be found between 00:59:27 and 01:00:22 demanding approximately fifteen minutes but the time was not managed well so that we had to stop after five minutes.

This chapter was intended to provide description of the research and its realization. All activities which were divided three lessons were desribed into detail together with the procedures. The following section informs about the results following from the research as well as commentaries which are related to the findings.

IV. RESULTS AND COMMENTARIES

The following section deals with results of the research which are based on feedback from students. At first, overall results of all activities are presented and illustrated with the help of two tables. The first table shows how learners liked individual activities, while the second table refers to their difficulty. The results are then followed by commentaries. In the commentaries, possible reasons for the results based on students´ and my feedback are discussed. In the commentaries, there are also more detailed comments about individual activities which are accompanied by small tables. At the end, the main results are briefly summarized.

Results

As any other activity teachers apply in class, it is important to have a feedback, both from the teacher as well as from the students in order to find out whether they enjoyed the activity or not and the reasons why, if the teacher achieved lesson objectives, what went wrong and what suggestions are there for different activities. In other words, it represents an indispensable part of each activity or teaching unit. For that reason, I prepared worksheet tables for the students to fill in after all lessons (see Appendix 1). They evaluated each activity in terms of its popularity and difficulty.

Did you like the activity?

- 5 points – yes, very much (I enjoyed the activity)
- 4 points – yes (I liked the activity)
- 3 points – it was OK (the activity was not bad)
- 2 points – rather not (I would rather do something else in the lesson)
- 1 point – no (the activity was boring)

Activity	S 1	S 2	S 3	S 4	S 5	S 6	S 7	S 8	S 9	Arithmetical mean
1 Inferring meaning from context	4	4	4	3	4	3	4	4	4	3,78
2 Sentence corrections	4	3	2	5	3	4	5	2	5	3,67
3 Ordering statements	3	4	3	2	3	2	5	3	3	3,11
4 Similarities and differences	5	2	1	5	5	3	3	3	4	3,44
5 What will happen next?	5	5	5	5	2	4	5	5	5	4,56
6 Ordering events	4	2	3	2	3	2	4	3	4	3
7 Gap filling	4	2	2	2	4	3	3	4	2	2,89
8 Dialogues	5	5	5	4	5	5	4	5	4	4,67

Did you find the activity difficult?

- 5 points – very difficult (I had serious problems that prevented me from doing the activity completely)
- 4 points – difficult (I had many problems but from time to time I did something well)
- 3 points – appropriate (I had to make an effort but I managed it succesfully)
- 2 points – quite easy (I had no problems with doing the activity)
- 1 point – too easy (I didn´t have to make any effort to complete the activity)

Activity	S 1	S 2	S 3	S 4	S 5	S 6	S 7	S 8	S 9	Arithmetical mean
1 Inferring meaning from context	2	2	2	3	2	4	3	2	3	2,56
2 Sentence corrections	4	2	4	4	4	3	3	3	3	3,33
3 Ordering statements	2	2	2	2	3	3	2	1	3	2,22
4 Similarities and differences	2	3	5	3	1	2	1	2	2	2,33
5 What will happen next?	1	2	1	4	3	2	1	1	1	1,78
6 Ordering events	3	3	4	5	4	3	2	1	3	3,11
7 Gap filling	3	4	4	4	3	4	4	3	5	3,78
8 Dialogues	2	1	1	3	2	1	1	1	3	1,67

The tables show that the most enjoyable activity for the students was Activity 8 (see Appendix 9). The arithmetical mean of assigned points is 4,67 while the Activity 7 was given only 2,89 points on average, thus being the most boring for them (see Appendix 8).

In terms of difficulty, the results were similar. Task 8 received 1,67 points, thus being considered as the easiest. On the contrary, Activity 7 was not only the most boring but also the hardest for the students obtaining 3,78 points. It was followed by Activity 6 which gained arithmetical mean of three points in terms of popularity and 3,11 points in terms of difficulty (see Appendix 7). Both tasks were focused on reading comprehension.

According to the worksheets, the guestion concerning using subtitles with the film cannot be unambiguously answered. There were two activities based on captioned scene, namely Tasks 1 and 4 (see Appendices 2 and 5). Activity 1 was on the third place in terms of popularity and the fifth in terms of difficulty so that the students considered it as being quite difficult. Regarding successfulness, it could not be well determined. It was found out that seven from nine students were right but this result referred to the second part based on reading. The first task, guessing meaning from context of the film was not much successful with only a few words inferred correctly (see Appendix 2). In Task 4 called Similarities and differences there were no correct answers to be calculated because it was based on students´ observation. On the contrary, Activities 2 and 3 involved non-captioned film sequences (see Appendices 3 and 4). Although Activity 2 was considered to be quite difficult, the Task 3 counted among one of the easiest. Concerning popularity, both stand in the middle. The percentage of right answers is 66% (Activity 2) and 71% (Activity 3) which is not so high. Although subtitles generally help students understand more of what the characters say and thus enable them to focus more on the plot, it could be said that the choice of captioned or non-captioned film sequence depended on the particular task and its grading rather than language level of the learners.

Original version of the book was used in Activities 1, 6 and 7 (see Appendices 2, 7 and 8). Tasks 6 and 7 counted among the worst in terms of popularity, difficulty and even successfulness with their 32% and 52% of right answers. By contrast, Task 1 was quite liked by the students, it gained the third highest score and showed 78% of correct answers. However, it should be added that correct responses were promoted by a corresponding film section watched previously. Regarding the issue of simplified or original version, it could be said that in case of *Bridget Jones´s Diary* used with these particular students, using simplified version of the text seemed to be more appropriate than the original.

Among other important findings counted the fact that the activities which the students found the easiest were also the most enjoyable for them and vice versa. This can be seen in Task 8 which received arithmetical mean of 4,67 points in popularity and 1,67 points in difficulty and Task 5 gaining 1,78 and 4,56 points on average (see Appendices 6 and 9). In comparison with other activities, these were considered by the students as being the easiest and the most enjoyable at the same time. It shoud be pointed out that both activities had something in common. They were designed to make use of visual information presented in the film. An emphasis was put on development of imagination on such a basis and on ability to express ideas in English. What is more, Activity 5 required a little listening comprehension and Activity 8 did not actually require any comprehension at all.

Another important result was related to Activity 2 which is situated on the fourth place in terms of popularity and Activity 4 which is found on the fifth place. Although both activities can be found in the middle, individual assessments from the students were the most contradictory. The range of points given to Activity 2 is between 2 – 5 while Task 4 was assigned 1 – 5 points, thus covering the whole scale. When we concentrate on difficulty, Task 4 was characterized by contradictory evaluations again with almost the whole scale used. It is obvious that in these cases the arithmetical mean of points showed us only little about students´ opinions.

Overall Commentaries

The overall commentaries are based on the students´, as well as my feedback. I tried to evaluate the activities according to worksheets collected from the students and to find out what problems they had with individual activities, what the biggest difficulties were and what they were good at. A percentage of right answers from the total possible number of answers was calculated in order to find out what constituted the main problems for the students and to determine successfulness. Obviously, that was not possible for activities which involved students´ ideas instead of exact and correct answers.

On the basis of the worksheets, the biggest difficulties the students had were related to Activity 6 involving ordering events (see Appendix 7). Only 32% of total answers were right. The students often put the events in the wrong order or they sometimes did not state any answer although they could repeatedly search in the text. However, it is important to mention that the students worked with original version of the book. Obviously,

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the difficulties were caused also by the fact that the events are connected to each other. In case that one event is omitted, the following ones are consequently incorrectly ordered. The learners had also problems with the cloze text in Activity 7 (see Appendix 8). They often wrote words that appeared in the text but were related to different happenings or persons or words which did not correspond with the context of the sentence. Sometimes they filled in a noun instead of a verb. The most frequent mistake appeared in the sentence 'Bridget has missed the interview because she was in a shop buying cigarettes.' Noone filled in the word 'buying' in the right form. After the lesson, I was informed that the students did not know this use of participle yet so that the inappropriate exercise was caused by the fact that I did not know the students and their language competences well.

One possible explanation of Activity 7 being found the most difficult and the most boring could be the fact that many students claimed they did not like reading in English (see Appendix 1). In addition, some gaps could be filled with more than one word which represented a serious imperfection of the cloze text. Their feedback seemed to be based rather on the text taken out from original than the task itself. It is obvious that the text is really hard to understand for pre-intermediate students. In other words, when evaluating the activities, the students did not take an account of the task which was graded with the aim to be as much appropriate to their language level as possible.

Another difficulty could be seen in Activity 2 (see Appendix 3). In the worksheets the students quite frequently corrected right words while the changed ones were considered as being right. Sometimes the correction was made with bad spelling. There also arose a problem with endings, especially the participle or plural endings which are not sometimes so easy to hear in the spoken language.

On the other hand, as opposed to their feedback on difficulty, the students were quite successful in inferring meaning from context (see Appendix 2). After watching a scene they were not able to guess meaning of many words. However, after reading the text, seven from nine students were right while the other two had only two incorrectly matched items.

As already mentioned above, Activitity 5 and 8 was the most popular as well as the easiest for the learners (see Appendix 1). They could work with their own ideas which made them more involved and engaged in the activity. For that reason, it was more appealing for them than working with some prescribed items. In addition, they were enthusiastic about the fact that they could write anything they wanted to and that could be the reason for the fact that they perceived both activities as being easy. It is important

to add that a degree of listening comprehension, especially in Task 8, did not play any role in successful completion of the task so that the students relied mainly on a visual information accompanying the language of the film. However, I did not consider these activities to be so simple for the students. Since there were no incorrect results in these activities, a percentage of right answers could not have been calculated and only grammatical mistakes could have been taken into consideration. In fact, the worksheets contained a lot of bad grammar because the learners often had problems to express themselves properly and correctly (see Appendices 6 and 9). However, in these activities, their task was to rely on imagination and express their own ideas in the first place. As a result, they did not bother with accuracy so much. Consequently, it could be deduced that the students did not assess the activities from the grammatical point of view. In other words, when evaluating the activities, they did not took grammar into consideration.

It is important to say that this finding confirmed my expectations only partially. On the one hand, I thought that the learners would not be able to express their ideas absolutely correctly because it could be hard for pre-intermediate students. This was confirmed by the worksheets (see Appendices 6 and 9). Further, I thought that the students would enjoy these two activities because they were allowed to make up funny dialogues and situations and to present them to the class. On the other hand, these two activities seemed to me to be more difficult for the students than they actually stated in the table. I did not anticipate the fact that the students would find them so easy as they did.

 It should be mentioned that from Activities 4, 5 and 8, which involved students´ own observation, their performance was the best in Activity 4 (see Appendix 5). The higher degree of correctness in Activity 4 could be caused by the fact that it was based on the book to a some extent. As a result, some sentences were right because they were partly copied from the book. However, the learners presented interesting ideas and did more than required. What is more, they really tried hard and made an effort to complete the tasks.

Regarding using subtitles, my expectations were not confirmed. I thought that subtitles would definitely promote students´ understanding and thus increase the number of right answers but the activities did not prove it. However, it should be taken into consideration that the research was based on very limited number of samples so that this finding cannot be generalized.

Considering simplified version of the book, I expected it to be more suitable

for pre-intermediate students than the original. This finding was confirmed by the students´ results which were better in activities which were based on the simplified version. In the same way it is not possible to apply this finding on all books used in ELT.

To sum up, I assessed the activities quite positively, apart from Activity 7 which was designed quite inappropriately. It should be added that the students were quite successful in most activities.

Commentaries on Individual Activities

Activity 1

	S 1	S 2	S 3	S 4	S 5	S 6	S 7	S 8	S 9	Arithmetical mean
Popularity	4	4	4	3	4	3	4	4	4	3,78
Difficulty	2	2	2	3	2	4	3	2	3	2,56

In comparison with other activities, this task was the third in terms of popularity. Many students assigned four points to it, thus stating that they liked the activity. Concerning the reasons, many students mentioned the fact that they learnt new words (see Appendix 1). One student remarked that she had problems with vocabulary. However, it can be seen that the value of the points is different for each student. For example, student 6 wrote that it was little boring but in spite of it she gave three points to it, thus saying that it was OK.

Concerning difficulty, it stands in the middle. However, the evaluation was little contradictory with many students claiming that it was quite easy and one student stating that it was difficult.

Activity 2

	S 1	S 2	S 3	S 4	S 5	S 6	S 7	S 8	S 9	Arithmetical mean
Popularity	4	3	2	5	3	4	5	2	5	3,67
Difficulty	4	2	4	4	4	3	3	3	3	3,33

The arithmetical mean of points shows that Correcting statements was quite enjoyable for the students but the single evaluations were more varied. Athough it gained less arithmetical mean of points than the previous activity, three students stated that they really enjoyed the activity by assigning five points to it. According to the comments, one

student considered it as the best activity. The most important reason for such an evaluation was an appreciation of the fact that they could hear real English (see Appendix 1).

However, the activity seemed to be quite difficult for many students. This finding could be supported by the arithmetical mean of points given to it. Five learners also mentioned that fact in the comments with one student stating that the listening was very fast. One girl added that she was not good at grammar. However, grammar did not play an important role in this activity. On the contrary, another girl wrote that she did not have any problems with it.

Activity 3

	S 1	S 2	S 3	S 4	S 5	S 6	S 7	S 8	S 9	Arithmetical mean
Popularity	3	4	3	2	3	2	5	3	3	3,11
Difficulty	2	2	2	2	3	3	2	1	3	2,22

Although the arithmetical mean indicates that this exercise is a little above-average in terms of liking, ordering statements was not much popular with students. This is confirmed not only by the points in the table but also by the comments (see Appendix 1). For example, student 6 wrote that it was boring.

Regarding difficulty, half of the students stated in the comments that it was easy or quite easy. Some students mentioned that the language was sometimes fast and quiet but it is interesting that these learners evaluated the activity by giving one or two points in difficulty.

Activity 4

	S 1	S 2	S 3	S 4	S 5	S 6	S 7	S 8	S 9	Arithmetical mean
Popularity	5	2	1	5	5	3	3	3	4	3,44
Difficulty	2	3	5	3	1	2	1	2	2	2,33

Although the feedback was not much favourable, this activity was quite interesting for the students in my opinion. They were engaged in it and worked quite intensively. Some students mentioned that they liked reading together with watching movies and the only boy in the class stated that he enjoyed this task the most. In addition, one student was happy that she could write whatever small detail she had noticed. No one considered the activity as boring (see Appendix 1).

According to the table, the individual opinions about difficulty were rather contradictory. While most students assigned only one or two points to this task, others perceived it as really difficult. For example, student 3 believed it to be very hard claiming that fact to be the main reason for not liking the activity.

Activity 5

	S 1	S 2	S 3	S 4	S 5	S 6	S 7	S 8	S 9	Arithmetical mean
Popularity	5	5	5	5	2	4	5	5	5	4,56
Difficulty	1	2	1	4	3	2	1	1	1	1,78

This task seemed to be very popular with students which could be seen in the table. The highest evaluation from students was given seven times. Many students stated the reason that it was funny or that they appreciated they could use their imagination and write anything they want and nothing would be wrong. Only student 5 did not like the activity adding that it was quite boring (see Appendix 1).

According to the table, it counted amongst the easiest activities. It is confirmed not only by the arithmetical mean of points given but also by comments from the students.

Activity 6

	S 1	S 2	S 3	S 4	S 5	S 6	S 7	S 8	S 9	Arithmetical mean
Popularity	4	2	3	2	3	2	4	3	4	3
Difficulty	3	3	4	5	4	3	2	1	3	3,11

The arithmetical mean of points given to this activity indicates the average but in comparison with other tasks, this task was last but one. It received only one really positive comment, namely from student 1 who assigned four points to it saying that she liked reading in English. Some students stated that it was good or not the worst etc. Generally, the comments like boring were more frequent (see Appendix 1).

Even though the activity was often evaluated as being appropriate, approximately half of the students mentioned that it was rather hard. Student 5 claimed that there was little time for reading. It is important to note that student 7 added she did not understand some words. It is self-evident since the students worked with the original version of the book. In spite of it, she considered the activity as being quite easy and what is more, she assigned two points to it in terms of difficulty. That advocates the statement mentioned in the Theoretical background, saying that it is better to grade the task rather than

the material. There was no reason stated by student 4 who gave it five points in terms of difficulty.

Activity 7

	S 1	S 2	S 3	S 4	S 5	S 6	S 7	S 8	S 9	Arithmetical mean
Popularity	4	2	2	2	4	3	3	4	2	2,89
Difficulty	3	4	4	4	3	4	4	3	5	3,78

In comparison with other activities, the students considered this one as being the most boring and the most difficult. The reason for this could be the fact that although they worked with the same text as in the previous task, the summary for gap filling was created in the way that most of the missing words were not to be found exactly in the text. Many students described this activity as boring and hard (see Appendix 1). However, I have to admit that the summary text was not well designed because sometimes there could be more possible words to be filled in. Student 7 wrote that it was the most difficult exercise. It received only one positive comment, namely from student 1 who affirmed that it was useful because it improved her vocabulary and grammar.

Activity 8

	S 1	S 2	S 3	S 4	S 5	S 6	S 7	S 8	S 9	Arithmetical mean
Popularity	5	5	5	4	5	5	4	5	4	4,67
Difficulty	2	1	1	3	2	1	1	1	3	1,67

The last activity was the best for many students. It is confirmed by the fact that it received the highest score in terms of popularity. Almost all learners gave it five points, thus saying that they enjoyed the activity. The remaining three students assigned four points to it. Concerning the comments, they frequently wrote that it was very funny and some of them appreciated the fact that they could write anything they want as in Activity 5. In addition, two students said that they enjoyed working in pairs. Half of the students claimed that it was a pity that we had not enough time to finish the activity or that it could be longer (see Appendix 1). I was surprised by the fact that students were disappointed when the lesson ended, especially because they could not role-play their dialogues. In my opinion, students really enjoyed this activity the most. They were really engaged trying to make up extraordinary and funny dialogues. The learners considered this

task to be the easiest. The majority of them thought it was too easy, assigning one point to it.

Summary of Results

As already shown in the table, the arithmetical mean of points was situated within a scale of 2,89 – 4,67 points in terms of popularity and between 1,67 – 3,78 points considering difficulty. These numbers indicated that learners regarded them to be rather easy.

To summarize previous findings, the popularity of any activity usually corresponded with the feeling of difficulty, as can be seen in Activities 5, 7 and 8. In other words, the more difficult the task was, the less popular it was and vice versa. The most enjoyable tasks were Activities 5 and 8 involving students´ own observations. These were found to be the easiest as well. In other words, the students considered the tasks involving imagination and their own ideas as being the easiest and the most enjoyable at the same time. On the other hand, Tasks 6 and 7 were regarded as the most difficult and the least enjoyable at the same time. Further, the choice of captioned or non-captioned films was related to the particular task and its grading rather than learners´ language level. Although it depended again on the particular exercise, when we take into consideration the successfulness of learners, the simplified version of Bridget Jones´s Diary proved to be more suitable for the students.

In addition, it is interesting that the individual assessments were usually quite balanced with the exception of Activity 2 and 4 which received various points from the students. However, it is important to note that the results of activities are presented in comparison with each other. In case the tasks would have been handled separately, the scores of many activities would seem to be appropriate, such as the score of Activity 6.

In this chapter, results of the research were discussed and displayed by means of tables. At first, results of all activities were stated. The commentaries that follow provided possible explanations which were based on feedback from the students, as well as from me. They were divided into two parts, the first dealing with the overall results and the second concerned with commentaries on individual activities. These are described separately and accompanied by small tables. The following chapter is concerned with the implications and limitations of the research.

V. IMPLICATIONS

Pedagogical Implications

This section is intended to inform about things following from my research which could be important for teachers and provide them with an advice. In addition, some strengths and weaknesses are pointed out in order to make use of the positive effects and effective techniques and to avoid possible problems at the same time.

Firstly, when using such activities which learners, teacher should know them well in order to create activities which are in concordance with them, their needs, interests and language levels of proficiency. If teacher is not familiarized with students, the tasks could be designed inappropriately causing confusion or even failure. As a result students may feel depressed and convinced that they are not good at English.

It should be pointed out that the activities used with the students were quite time-consuming. They demanded a significant amount of preparation time as well as class time. On the other hand, it could be said that they were efficient in developing listening and reading for gist as well as for specific details. For that reason, such activities should be definitely integrated into lessons but it is neccessary to consider the amount of time spent on them and use them moderately.

As mentioned above, the activities used in relation to *Bridget Jones´ Diary* practiced receptive skills in a funny and engaging way. The exploitation of combination of both the film and book could be realized in two ways. On the one hand, using film first is usually more suitable as a pre-reading activity (involving for example pre-teaching vocabulary) while the following reading could be successfully used to strengthen listening comprehension or to check answers. On the other hand, using book firstly could be exploited to strengthen reading as well as listening comprehension. In addition, such a procedure could be more appropriate when discussing similarities and differences of the film and book which constituted one of the activities used in my research.

Concerning the feedback from students, it could have been maybe better to let the students express their opinions after each lesson because they would have remembered the activities and there would have been no need to explain or remind them of what the activities were about. However, if assessing the activities regularly after each lesson, they would not have had the opportunity to compare the activities with each other. They simply could not evaluate them as being the easiest, funniest etc. For that reason, I decided

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to give students the feedback table at the end of all lessons. Before they filled in the table I reminded them of all activities which were done within the last three lessons.

Although subtitles used with the film seemed to be more suitable, especially for lower level students, using them together with the film did not prove to play a key role in terms of successfulness of the students. Then, films which are not specially designed for learning purposes are usually demanding in terms of comprehension so that lower level students could have serious problems which could prevent them from successful completion of the activity. The same could be partially applied on original and simplified versions of the text. That could be seen in Activities 6 and 7. While doing these activities, the students had a feeling that the text was very difficult to understand, even though the task was graded to be as appropriate for them as possible. By contrast, Activity 1 based on the original was quite successful. This implies that the choice depends to a some extent on the grading of the particular task.

Finally, it is important to note that Activities 5 and 8 could have been more efficient if the students were taught or reminded of form, meaning and use of the grammatical items which were necessary for successful completion of the task. However, this would have demanded much more time. Moreover, Activities 5 and 8 were used to develop imagination and exploitation of visual clues rather than listening comprehension so that they were not as effective as they could be.

Limitations of Research

Obviously, there are some factors which limited this research. As already mentioned in the Teaching unit section, the most important limitation consisted in the fact that I did not know the students well. Because the research was carried out during my teaching practice, there was only a short period of time for getting to know them exactly. For that reason, it was difficult to design the activities to be in accordance with their needs, interests, abilities or levels of proficiency. As a result, they could be sometimes quite inappropriate for them, such as Activity 7.

Another weakness of this research could be seen in the lesson sequence which should contain many stages such as lead-in, stating the aims, setting the task, doing the activity, checking the activity (in pairs or with the whole class), summary and evaluation of the lesson. In the research, the lesson sequence was not kept because it was carried out within three lessons which was a really short time. The lead-in stage was

missing as well as summary and evaluation of the lesson. However, in order to try various activities connected to both reading and listening skills, I had to omit some stages of the lesson sequence which are otherwise very important for the lesson to be as effective as possible.

On the basis of my research, there should be an attention given to the class time. Sometimes it was very difficult to estimate the duration of activities. It could not be anticipated how long a reading of original text would last or how the students would react and work with the materials. As mentioned in the Teaching unit section, there remained no time to finish the last activity. However, according to the estimation, all activities including Dialogues should have been managed well in the lesson.

As already mentioned, for this research the book and film *Bridget Jones´s Diary* was selected. However, during carrying out the research, I realized that there were many other pieces of work which would have been more suitable for young learners because this one contained many inappropriate expressions or scenes so that I should have selected the scenes for the activities carefully. There were not many scenes that could have been safely used with young learners.

Finally, it is important to note that the research was based on one specific piece of work and focused on a limited number of activities so the results cannot be generalized and applied to all films and books used for English language teaching.

This chapter was concerned with useful comments and ideas for teachers based on my own observations. These are followed by limitations of the research. In addition, this chapter was intended to suggest some improvements as well.

VI. CONCLUSION

This graduate thesis was concerned with using film and book *Bridget Jones´s Diary* in English classes. As already mentioned in the Theoretical background section of this thesis, films or books which are used in the classroom represent a great tool intended to enrich the lessons. They add a variety to the lessons by offering various possibilities of exploitation of these materials for teaching purposes and thus promote learners´ motivation.

The theoretical part of this thesis was focused on arguments for using films and books in the classroom. It addressed advantages and disadvantages of using these media separately as well as in combination. It was discussed in what ways students could benefit from the combination of film and book. A special attention was given to reading and listening comprehension. Additionally, it dealt with the issue of using subtitles with the film, as well as with contrasts of original and simplified version of the book while stating arguments for and against each possibility.

The practical part was concerned with a research. Because the main objective of this thesis was to try a variety of activities connected with the film and book *Bridget Jones´s Diary*, the research comprised eight activities which were designed specifically to develop learners´ reading and listening comprehension skills, either separately or in combination. It should be added that the students were of pre-intermediate language level.

The results were based on feedback from the students, as well as from me and illustrated by two tables. In the first part of the Results and Commentaries chapter, the research questions were answered by stating the main results. These were then accompanied by commentaries. The activities were compared with each other in order to find out what activity students liked the most, the least and why. In the same way, the difficulty of the tasks was compared. The research showed that the activities which the students regarded as the easiest were also the most enjoyable for them and vice versa. However, their feedback was influenced by the fact that they did not take accuracy into consideration. The choice whether to use subtitles or not did not depend so much on students´ language levels but on the particular task and its grading. Further, the simplified version of the book proved to be more suitable for the students. In the second part of the Results chapter, individual activities as well as reasons for the evaluation were discussed.

The results were followed by the Implications chapter which contained also limitations of the research. This chapter was intended to provide useful ideas for teachers and suggests improvements for further research. Finally, the main ideas of the thesis were summarized in the Conclusion section.

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Appendix 1: Feedback Tables

Please, assign points to each activity according to following criteria:

Did you like the activity?
- 5 points – yes, very much (I enjoyed the activity)
- 4 points – yes (I liked the activity)
- 3 points – it was OK (the activity was not bad)
- 2 points – rather not (I would rather do something else in the lesson)
- 1 point – no (the activity was boring)

Difficulty – Did you find the activity difficult?
- 5 points – very difficult (I had serious problems that prevented me from doing the activity completely)
- 4 points – difficult (I had many problems but from time to time I did something well)
- 3 points – appropriate (I had to make an effort but I managed it succesfully)
- 2 points – quite easy (I had no problems with doing the activity)
- 1 point – too easy (I didn't have to make any effort to complete the activity)

1.

	ACTIVITY 1 Reading – inferring meaning from context	ACTIVITY 2 Listening – sentence corrections	ACTIVITY 3 Listening – ordering statements	ACTIVITY 4 Reading + listening - similarities and differences	ACTIVITY 5 What will happen next?	ACTIVITY 6 Reading – ordering events	ACTIVITY 7 Reading – gap filling	ACTIVITY 8 Dialogues
Did you like the activity?	4	4	3	5	5	4	4	5
Why? Why not? Write the reason/s	I learnt some new words.	It was quite difficult.	It was quite easy.	I enjoyed this activity. I like reading and watching englishmovies	I couldn't write anything amazing in english. I used my fantasy. It was good.	I like read-ing in english.	I improve my vocabulary and grammar.	It was very funny. I could write things that may be not true. I used my fantasy
Difficulty – did you find the activity difficult?	2	4	2	2	1	3	3	2
Any remarks, suggestions, improvements	Watching movies was good way for learning English. It funny and we can learn how to speak in English.			It is intere- sting from on the one hand on the film and on the other hand watch a movie.				It can be longer because relax and more sentences.

2.

Please, assign points to each activity according to following criteria:

Did you like the activity?
- 5 points – yes, very much (I enjoyed the activity)
- 4 points – yes (I liked the activity)
- 3 points – it was OK (the activity was not bad)
- 2 points – rather not (I would rather do something else in the lesson)
- 1 point – no (the activity was boring)

Difficulty – Did you find the activity difficult?
- 5 points – very difficult (I had serious problems that prevented me from doing the activity completely)
- 4 points – difficult (I had many problems but from time to time I did something well)
- 3 points – appropriate (I had to make an effort but I managed it succesfully)
- 2 points – quite easy (I had no problems with doing the activity)
- 1 point – too easy (I didn't have to make any effort to complete the activity)

	ACTIVITY 1 Reading – inferring meaning from context	ACTIVITY 2 Listening – sentence corrections	ACTIVITY 3 Listening – ordering statements	ACTIVITY 4 Reading + listening - similarities and differences	ACTIVITY 5 What will happen next?	ACTIVITY 6 Reading – ordering events	ACTIVITY 7 Reading – gap filling	ACTIVITY 8 Dialogues
Did you like the activity?	4	3	4	2	5	2	2	5
Why? Why not? Write the reason/s	It was good.	It was good.	It was interesting, boring.	It was wearisome.	I like this. It was funny and thrilling.	I don't like this activity. It was wearisome.	It was difficult and wearisome.	It was funny
Difficulty – did you find the activity difficult?	2	2	2	3	2	3	4	1
Any remarks, suggestions, improvements	It was OK.				I like this	I don't like this activity. We liked this.		I like this activity.

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Please, assign points to each activity according to following criteria:

Did you like the activity?
- 5 points – yes, very much (I enjoyed the activity)
- 4 points – yes (I liked the activity)
- 3 points – it was OK (the activity was not bad)
- 2 points – rather not (I would rather do something else in the lesson)
- 1 point – no (the activity was boring)

Difficulty – Did you find the activity difficult?
- 5 points – very difficult (I had serious problems that prevented me from doing the activity completely)
- 4 points – difficult (I had many problems but from time to time I did something well)
- 3 points – appropriate (I had to make an effort but I managed it succesfully)
- 2 points – quite easy (I had no problems with doing the activity)
- 1 point – too easy (I didn't have to make any effort to complete the activity)

3.

	ACTIVITY 1 Reading – inferring meaning from context	ACTIVITY 2 Listening – sentence corrections	ACTIVITY 3 Listening – ordering statements	ACTIVITY 4 Reading + listening - similarities and differences	ACTIVITY 5 What will happen next?	ACTIVITY 6 Reading – ordering events	ACTIVITY 7 Reading – gap filling	ACTIVITY 8 Dialogues
Did you like the activity?	4	2	3	1	5	3	2	5
Why? Why not? Write the reason/s	*(handwritten)* maybe easy.	It was hard for me. I don't like this activity.	It was good, but I don't found and ...	very hard for me. I don't found/much differences.	This activity I like it. It was funny by easy.	boring for me, maybe hard.	Hard. I couldn't translate any words in this text.	This activity was funny for me. It was a great idea. In group is nothing harder.
Difficulty – did you find the activity difficult?	2	4	2	5	1	4	4	1
Any remarks, suggestions, improvements								

Please, assign points to each activity according to following criteria:

Did you like the activity?
- 5 points – yes, very much (I enjoyed the activity)
- 4 points – yes (I liked the activity)
- 3 points – it was OK (the activity was not bad)
- 2 points – rather not (I would rather do something else in the lesson)
- 1 point – no (the activity was boring)

Difficulty – Did you find the activity difficult?
- 5 points – very difficult (I had serious problems that prevented me from doing the activity completely)
- 4 points – difficult (I had many problems but from time to time I did something well)
- 3 points – appropriate (I had to make an effort but I managed it succesfully)
- 2 points – quite easy (I had no problems with doing the activity)
- 1 point – too easy (I didn't have to make any effort to complete the activity)

	ACTIVITY 1 Reading – inferring meaning from context	ACTIVITY 2 Listening – sentence corrections	ACTIVITY 3 Listening – ordering statements	ACTIVITY 4 Reading + listening - similarities and differences	ACTIVITY 5 What will happen next?	ACTIVITY 6 Reading – ordering events	ACTIVITY 7 Reading – gap filling	ACTIVITY 8 Dialogues
Did you like the activity?	3	5	2	5	5	2	2	4
Why? Why not? Write the reason/s	I learn some new vocabulary	I'm satisfied with this activity.	This activity is quite easy for me.	It is correct activity. oro.	It is brilliant activity, funny.	It is good, but for me it is difficult.	It was a quite boring.	It was OK.
Difficulty – did you find the activity difficult?	3	4	2	3	4	5	4	3
Any remarks, suggestions, improvements								

4.

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5.

Please, assign points to each activity according to following criteria:

Did you like the activity?
- 5 points – yes, very much (I enjoyed the activity)
- 4 points – yes (I liked the activity)
- 3 points – it was OK (the activity was not bad)
- 2 points – rather not (I would rather do something else in the lesson)
- 1 point – no (the activity was boring)

Difficulty – Did you find the activity difficult?
- 5 points – very difficult (I had serious problems that prevented me from doing the activity completely)
- 4 points – difficult (I had many problems but from time to time I did something well)
- 3 points – appropriate (I had to make an effort but I managed it succesfully)
- 2 points – quite easy (I had no problems with doing the activity)
- 1 point – too easy (I didn't have to make any effort to complete the activity)

	ACTIVITY 1 Reading – inferring meaning from context	ACTIVITY 2 Listening – sentence corrections	ACTIVITY 3 Listening – ordering statements	ACTIVITY 4 Reading + listening - similarities and differences	ACTIVITY 5 What will happen next?	ACTIVITY 6 Reading – ordering events	ACTIVITY 7 Reading – gap filling	ACTIVITY 8 Dialogues
Did you like the activity?	4	3	3	5	2	3	4	5
Why? Why not? Write the reason/s	This activity was very interesting for me. I enjoyed it.	I'm in english not very good so this activity wasn't easy for me.	It wasn't the best but too not the worst.	It was very funny and interesting. I engaged the most of this activity.	I'm engaged other activity this so much. It was a little boring for me.	I'm engaged other activity more, but this wasn't the worst.	I enjoyed searching and writing words.	It was very funny and I engaged working in pair.
Difficulty – did you find the activity difficult?	2	4	3	1	3	4	3	2
Any remarks, suggestions, improvements	It was very funny.	I didn't a lot of sentences hear.	I haven't any remarks.	I did differency and it's a pity that I couldn't the similarities.	I haven't any suggestions.	I had little time to reading the text, and understanding the text.	It was reading a little difficult.	It's a pity, that we weren't in the time.

Please, assign points to each activity according to following criteria:

Did you like the activity?
- 5 points – yes, very much (I enjoyed the activity)
- 4 points – yes (I liked the activity)
- 3 points – it was OK (the activity was not bad)
- 2 points – rather not (I would rather do something else in the lesson)
- 1 point – no (the activity was boring)

Difficulty – Did you find the activity difficult?
- 5 points – very difficult (I had serious problems that prevented me from doing the activity completely)
- 4 points – difficult (I had many problems but from time to time I did something well)
- 3 points – appropriate (I had to make an effort but I managed it successfully)
- 2 points – quite easy (I had no problems with doing the activity)
- 1 point – too easy (I didn't have to make any effort to complete the activity)

	ACTIVITY 1 Reading – inferring meaning from context	ACTIVITY 2 Listening – sentence corrections	ACTIVITY 3 Listening – ordering statements	ACTIVITY 4 Reading + listening - similarities and differences	ACTIVITY 5 What will happen next?	ACTIVITY 6 Reading – ordering events	ACTIVITY 7 Reading – gap filling	ACTIVITY 8 Dialogues
Did you like the activity?	3	4	2	3	4	2	3	5
Why? Why not? Write the reason/s	It was a little boring for me.	I didn't have problem with this activity.	It was quite boring for me.	This activity was really good, because, I can write every single word which I seen in film.	I like this, nice nine.I can do everything what I wan when.	For me, nine.I wan do something else.	It was Ok	It was funny. I liked this activity.
Difficulty – did you find the activity difficult?	4	3	3	2	2	3	4	1
Any remarks, suggestions, improvements								

6.

Please, assign points to each activity according to following criteria:

Did you like the activity?
- 5 points – yes, very much (I enjoyed the activity)
- 4 points – yes (I liked the activity)
- 3 points – It was OK (the activity was not bad)
- 2 points – rather not (I would rather do something else in the lesson)
- 1 point – no (the activity was boring)

Difficulty – Did you find the activity difficult?
- 5 points – very difficult (I had serious problems that prevented me from doing the activity completely)
- 4 points – difficult (I had many problems but from time to time I did something well)
- 3 points – appropriate (I had to make an effort but I managed it succesfully)
- 2 points – quite easy (I had no problems with doing the activity)
- 1 point – too easy (I didn't have to make any effort to complete the activity)

	ACTIVITY 1 Reading – inferring meaning from context	ACTIVITY 2 Listening – sentence corrections	ACTIVITY 3 Listening – ordering statements	ACTIVITY 4 Reading + listening - similarities and differences	ACTIVITY 5 What will happen next?	ACTIVITY 6 Reading – ordering events	ACTIVITY 7 Reading – gap filling	ACTIVITY 8 Dialogues
Did you like the activity?	4	5	5	3	5	4	3	4
Why? Why not? Write the reason/s	I remember more Asceken - words	You can hear real english.	It is so fine. You can nothing Lilm, but you are learning.	It was fine.	It was super.	I not understand some words	It was am freedst, but good.	We had got so feer time.
Difficulty – did you find the activity difficult?	3	3	2	1	1	2	4	1
Any remarks, suggestions, improvements		It was I mean It was best activiti.			I mean It was the best activity			But it was good idea.

Please, assign points to each activity according to following criteria:

Did you like the activity?
- 5 points – yes, very much (I enjoyed the activity)
- 4 points – yes (I liked the activity)
- 3 points – it was OK (the activity was not bad)
- 2 points – rather not (I would rather do something else in the lesson)
- 1 point – no (the activity was boring)

Difficulty – Did you find the activity difficult?
- 5 points – very difficult (I had serious problems that prevented me from doing the activity completely)
- 4 points – difficult (I had many problems but from time to time I did something well)
- 3 points – appropriate (I had to make an effort but I managed it succesfully)
- 2 points – quite easy (I had no problems with doing the activity)
- 1 point – too easy (I didn't have to make any effort to complete the activity)

	ACTIVITY 1 Reading – inferring meaning from context	ACTIVITY 2 Listening – sentence corrections	ACTIVITY 3 Listening – ordering statements	ACTIVITY 4 Reading + listening - similarities and differences	ACTIVITY 5 What will happen next?	ACTIVITY 6 Reading – ordering events	ACTIVITY 7 Reading – gap filling	ACTIVITY 8 Dialogues
Did you like the activity?	4	2	3	3	5	3	4	5
Why? Why not? Write the reason/s	I learnt a new english word	I'm not good at it. I'm not good in grammatic	it was corre...	Can imagine in english work	I like imagine what is what	It was hard but very good com.	I can imagine what a most of the book	It was very funny
Difficulty – did you find the activity difficult?	2	3	1	2	1	1	3	1
Any remarks, suggestions, improvements		Because it was more or quite difficult for listening.	Sometimes it was too quite.				I like it, because it was about funny and good music.	It can be longer

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Please. assign points to each activity according to following criteria:

Did you like the activity?
- 5 points – yes, very much (I enjoyed the activity)
- 4 points – yes (I liked the activity)
- 3 points – it was OK (the activity was not bad)
- 2 points – rather not (I would rather do something else in the lesson)
- 1 point – no (the activity was boring)

Difficulty – Did you find the activity difficult?
- 5 points – very difficult (I had serious problems that prevented me from doing the activity completely)
- 4 points – difficult (I had many problems but from time to time I did something well)
- 3 points – appropriate (I had to make an effort but I managed it succesfully)
- 2 points – quite easy (I had no problems with doing the activity)
- 1 point – too easy (I didn't have to make any effort to complete the activity)

	ACTIVITY 1 Reading – inferring meaning from context	ACTIVITY 2 Listening – sentence corrections	ACTIVITY 3 Listening – ordering statements	ACTIVITY 4 Reading + listening - similarities and differences	ACTIVITY 5 What will happen next?	ACTIVITY 6 Reading – ordering events	ACTIVITY 7 Reading – gap filling	ACTIVITY 8 Dialogues
Did you like the activity?	4	5	3	4	5	4	~~3~~ 2	~~3~~ 4
Why? Why not? Write the reason/s	- I had problem with mid reason	- listening was fast for me		-	- It was very good activity		- it was my hard for me	
Difficulty – did you find the activity difficult?	3	3	3	2	1	3	5	3
Any remarks, suggestions, improvements				- it was good	- it was very hard			

Appendix 2: Activity 1

Bridget Jones´s Diary - Reading text

...'Now, darling,' she suddenly hissed, 'You will be coming to Geoffrey and Una´s New Year´s Day Turkey Curry Buffet this year, won´t you?'

'Ah. Actually, I... ' I panicked wildly. What could I pretend to be doing? '... think I might have to work on New Year´s Day.'

'That doesn´t matter. You can drive up after work. Oh, did I mention? Malcolm and Elaine Darcy are coming and bringing Mark with them. Do you remember Mar, darling? He´s one of those top-notch barristers. Masses of money. Divorced. It doesn´t start till eight.'

Oh God. Not another strangely dressed opera freak with bushy hair burgeoning from a side-parting. 'Mum, I´ve told you. I don´t need to be fixed up with...' [...]

'Bridget! Happy New Year! Come on, let´s get you a drink. How´s your love-life, anyway? Oh God. Why can´t married people understand that this is no longer a polite question to ask? [...]

'Bridget! What are we going to do with you!' said Una. ,You career girls! I don´t know! Can´t put it off for ever, you know. Tick-tock-tick-tock.' [...]

Then next time, as if out of the blue, 'Do you remember Mark Darcy, darling? Malcolm and Elaine´s son? He´s one of these super-dooper top-notch lawyers. Divorced. Elaine says he works all the time and he´s terribly lonely.' [...]

'Mark!' said Una, as if she was one of Santa Claus´s fairies. 'I´ve got someone nice for you to meet.' [...]

'Have you been staying with your parents over New Year?' 'Yes,' he said eagerly. 'You too?' 'Yes. No. I was at a party in London last night. Bit hungover, actually.' I gabbled nervously so that Una and Mum wouldn´t think I was so useless with men I was failing to talk to even Mark Darcy. 'But then I do think New Year´s resolutions can´t technically be expected to begin on New Year´s Day, don´t you? [...] I think it would be much more sensible if resolutions began generally on January the second.'

Bridget Jones´s Diary – Reading Worksheet (Inferring Meaning From Context)

1. *Below you can find a list of expressions. You are going to watch a film section in which some of these expressions occur. Try to guess their meaning according to the context. You can use Czech if neccessary.*

pretend – *ochranit*

barrister –

divorced – ~~poradit~~ *rozvádět se*

bushy – *hřívnatý*

polite – ~~slušný~~ *zdvořilý*

put off – *zvednout / položit*

out of the blue – *venku z modrého neba - realita*

hungover – *typ auta*

New Year´s resolution – *novoroční předsevzetí*

2. *You are going to read the corresponding part of the book. Find the expressions and try to match them with their meanings and Czech equivalents.*

1. pretend
2. barrister
3. divorced
4. bushy
5. polite
6. put off
7. out of the blue
8. hungover
9. New Year´s resolution

a) appropriate
b) lots of hair
c) suddenly
d) separated from wife/husband
e) to do something later
f) sick after drinking lots of alcohol
g) lawyer
h) simulate
i) decision to do/not to do something starting with 1st January

i. zčistajasna
ii. rozvedený
iii. hustý (o vlasech)
iv. právník
v. zdvořilý
vi. novoroční předsevzetí
vii. předstírat
viii. odkládat
ix. mající kocovinu

Appendix 3: Activity 2

Bridget Jones´s Diary – Listening Worksheet (Correcting Mistakes)

I. Watch and listen to the film clip. Correct the mistakes in the sentences below.

- "Seriously, the office is full of single women in their thirties. " +
- "I very much liked your Lewisham fire report, by the way. " +
- "I am delighted to see it. " –
- "I already feel like an idiot most of the day anyway... " +
- "Your mother´s pretty smart. " +
- "I realize when I saw you at the Turkey Curry buffet... " +
- "...I was unforgivably rude and wearing a reindeer sweater that my mother had given me the day before. " +
- "I like you very much just like you are. " +
- "Jeremy´s had the most brilliant opinion. " –

Appendix 4: Activity 3

Bridget Jones´s Diary – Listening Worksheet (Ordering)

1. Put the statements in the order you hear them in the film.

STRAVNE 'RESENI'

6	9	"Can we just pop out there for a moment? "	6
1	1	"Dad, get out. Too slow! "	1
8	7	"You always say the wrong thing in every situation. "	7
4	3	"Hello Bridget. Didn´t know you were coming. "	4
7		"I mean, there are stupid things your mum buys you. ".	9
3	2	"It must have been my parents. "	3
2	1	"Not too fast."	2
5	5	"I owe you an apology about Daniel. "	5
9	8	"I like you. "	8

PŮVODNĚ

MOJE KONECNE' ROZHODNUTI!

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1

January: A Very Bad Start

New Year's Resolutions[5]

These are the things I decided I would do this year.
1. Stop smoking.
2. Develop a mature[6] relationship with an adult man.
3. Go to the gym.
4. Be kinder and help others more.

Sunday 1 January
Weight 9st 3, alcohol units 14, cigarettes 22, calories 5424.

Noon. London: my flat. Ugh! I've got to drive to Una and Geoffrey Alconbury's New Year's Day Turkey Lunch. Una and Geoffrey Alconbury are my parents' best friends and they have known me since I was a small child.

I'm not a child any more – I'm in my thirties with a flat and a job in London. But every year my mother makes me go to Una and Geoffrey Alconbury's New Year's Day Turkey Lunch. She usually tries to introduce me to a man she thinks would be a good boyfriend for me. But she always chooses the most awful men.

This year, for weeks before New Year's Day, my mother had talked about Mark Darcy. 'Do you remember Malcolm and Elaine Darcy, darling?' she kept saying. 'They're bringing their son Mark with them to Una's New Year's Day Turkey Lunch. He's a top lawyer – just back from America. He's just got divorced.'

I don't know why my mother didn't just say openly, 'Darling, Mark Darcy would make a very good boyfriend for you. He's very rich.'

11

January: A Very Bad Start

11.45 p.m. Ugh! The first day of New Year has been awful. I took the wrong road on the way to the Alconburys' so I got lost and arrived very late.

'Bridget! Happy New Year!' said Geoffrey Alconbury. He gave me a huge hug'. 'Come on, let's get you a drink. How's your love-life?'

'Fine,' I said in an embarrassed sort of way.

'So you *still* haven't got a boyfriend!' said Geoffrey in a loud voice.

'If you don't hurry up and get married soon, you'll be too old to have children,' said Una, his wife. 'Come along and meet Mark.'

The rich, divorced Mark was standing with his back to us. He was quite tall and was looking at the books on the Alconburys' bookshelves.

'Mark!' said Una. 'I've got someone nice for you to meet.'

Mark Darcy turned round, and I saw that he was wearing a jumper with a pattern of yellow and blue diamonds on the front. It was awful.

'Mark, this is Colin and Pam's daughter, Bridget,' said Una. 'Bridget works in publishing, don't you, Bridget? Well, I'll leave you two young people together.' She went away quickly.

For a moment neither of us spoke.

'Um ... Have you been staying with your parents over New Year?' I asked him.

'Yes,' he said eagerly[8]. 'You too?'

'Yes. No. I was at a party in London last night,' I replied. Suddenly I started talking very quickly – too quickly. But I couldn't stop. Mark Darcy was looking at me with a look of horror on his face.

'Maybe you should get something to eat,' he said, and went away. Everyone was staring at me. I knew they were thinking, 'So that's why Bridget isn't married. She talks too much and is very unattractive to men.'

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Bridget Jones´s Diary - Worksheet (Similarities and Differences)

1. *Compare the passages you have just read and watched. Try to find as many similarities **OR** differences as possible (with minimum of 5). When you are done, compare your findings with your partner.*

Similarities:

- She tries to stop smoking.
- Her mother tries to introduce her a man.
- She met Mark Darcy.
- Mark Darcy is divorced.
- He wears a funny jumper above.
- She was at a party in London last night.
- She met a man spoke with Una and Geoffrey

Differences:

-
-
-
-
-
-
-

Bridget Jones´s Diary - Worksheet (Similarities and Differences)

1. *Compare the passages you have just read and watched. Try to find as many similarities **OR** differences as possible (with minimum of 5). When you are done, compare your findings with your partner.*

Similarities:

-
-
-
-
-
-
-

Differences:

- In film Bridget's mom speak so much about Mark, in book not
- When the women leave Mark and Bridget, they say other things in book and other in film
- When Bridget speak with Mark, she speak in film more than in the book
- In book say Mark "Maybe you should get something to eat" and in film "It's time to eat"
- In book say mom to Bridget "darling" and in film "dumpling"
- Bridget say and film couple time "ding dong" and in book not
- In book say Bridget "Yes. NO. ..." and in film "Oh, no, no. ..."
- Mark in film hasn't a jumper with something yellow and blue, in book he has it

Appendix 6: Activity 5

Bridget Jones´s Diary – Worksheet (What Will Happen Next?)

You are going to watch a film scene with pauses at some points. After each pause, try to guess (in two or three sentences) what will happen next. After watching the whole section, compare your ideas with actual events in the film.

1. They going to ~~the~~ kissing, she / he say „I love you"
   Someone ~~your~~ discribe both

2. Brigean be with Mark, they will go to ~~the~~ drinyk for

3. He ~~don't~~ will not go outside. Bridget thing that they fight

4. Bridget ~~go~~ will go outside too! She will be angry with ~~to~~ Mark!

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Appendix 7: Activity 6

Bridget Jones´s Diary – Reading Text (Gap filling, ordering)

'Right, Bridget,' said Richard Finch. 'I´m going to give you another chance. The Isabella Rossellini trial. Verdict expected today. We think she´s going to get off. Get yourself down to the High Court. I don´t want to see you climbing up any poles or lamp-posts. I want a hard-headed interview.' [...]
And now I must set off to meet scary camera crew at the law courts in five minutes to cover and report on a story on the television without having the faintest idea what it is about.

11.05 a.m. Thank God for Patchouli. Just came out of the toilets and she was being pulled along by Richard´s dogs straining at the leash.
'Are you OK?' she said. 'You look a bit freaked out.'
'No, no, I´m fine,' I said.
'Sure?' she stared at me for a moment. 'Listen, right, you realize he didn´t mean Isabella Rossellini at the meeting, didn´t you? He´s thinking of Elena Rossini, right.'

Oh, thank God and all his angels in heaven above. Elena Rossini is the children´s nanny accused of murdering her employer after he allegedly subjected her to repeated rape and effective house arrest for eighteen months. I grabbed a couple of newspapers to gen up and ran for a taxi.

3 p.m. Cannot believe what just happened. Was hanging around outside the High Court for ages with the camera crew and a whole gang of reporters all waiting for the trial to end. Was bloody good fun, actually. Even started to see the funny side of being stood up by Mr. Perfect Pants Mark Darcy. Suddenly realized I´d run out of cigarettes. [...]

I was just standing in the shop trying to keep all the change separate with the shopkeeper when this bloke walked in obviously in a real hurry and said, 'Could you let me have a box of Quality Street?' as if I wasn´t there. It was Mark Darcy all dressed up in his barrister outfit. [...]
At that moment the camera assistant burst into the shop. 'Bridget!' he yelled. 'We´ve missed the interview. Elena Rossini´s come out and gone. [...]

'Actually, nobody got any interviews with her,' said Mark Darcy.
'Didn´t they?' I said, looking up at him desperately. 'But how do you know?'
'Because I was defending her, and I told her not to give any,' he said casually. ,Look, she´s out there in my car.'

Bridget Jones´s Diary – Reading Worksheet (Ordering)

1. You have just read an excerpt from the book Bridget Jones´s Diary. Put these events in the order they have happened in the story.

2 dobre

_9_ 9 Mark explains to Bridget that it was impossible to get any interview from Elena.

_5_ 2 Bridget is shocked by the fact that she knows nothing about the person.

_6_ 6 Bridget goes to the shop to buy some cigarettes.

_3_ 7 Mark wants to buy a box of chocolates.

_7_ 4 Bridget remembers who Elena Rossini is.

_2_ 3 Bridget meets Patchouli.

_4_ 1 Richard Finch talks about the murder case.

_3_ 8 Bridget realizes that Elena is away and panics.

_1_ 5 Bridget is waiting for Elena.

Appendix 8: Activity 7

Bridget Jones´s Diary – Reading Worksheet (Gap filling)

2. *You have just read an excerpt from the book Bridget Jones´s Diary. According to the text, try to fill in the gaps.*

Bridget was given a new job to do by her boss Richard Finch. He said 'Bridget, it is the end of the Isabella Rossellini _____trial_____. Today, they´re going to _____get off_____ [decide] if she´s innocent or guilty. Go there and do an _____interview_____ with her.'

However, Bridget had no [idea] _____known_____ who Isabella Rosselini is. Patchouli who was standing _____outside_____ the toilets _____pulled_____ Bridget a lot by telling her that their boss was talking about another _____chance_____ [person]. He didn´t mean Isabella Rosselini but Elena Rossini, children´s _____nanny_____ who is accused of murdering her employer.

In the afternoon, Briget was _____waiting_____ for Elena Rossini but suddenly she realized that she needed some _____information_____ [carton]. While she was standing in the shop, Mark Darcy _____walked_____ in and asked the shopkeeper for a _____box_____ of chocolates. Suddenly, the camera _____assistent_____ rushed into the shop, saying that Elena Rossini has already come out and _____gone_____.

Bridget has _____missed_____ the interview, because she was in a shop _____for_____ [buying] cigarettes. Fortunately, Mark said that nobody got any interviews because he was her _____client_____ and told her not to _____give_____ interviews to anybody.
[barrister]

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Appendix 9: Activity 8

Bridget Jones´s Diary – Worksheet (Dialogues)

1. You are going to watch a film clip without sound. In pairs, try to make up your own dialogues for the characters.

B : OH. HI. WHAT ARE YOU DOING HERE?

M: THERE ARE THE NEWSPAPERS FOR YOU...

M: I FOUND THEM BEFORE THE DOOR.

B: OH. THANKS, ~~WOULD~~ DO YOU WANT COME IN?

M: YES. WHAT ARE YOU DOING?

B: I'M COOKING...

M: IN THE BLUE WATER?

B : ARE YOU JOKING? IT'S MY NEW SOUP...

M: BLUE SOUP...

M: OH. OK.

B:

M:

SHRNUTÍ

Tato práce se zabývá využitím filmu a knihy ve výuce angličtiny. Prezentuje základní informace o této problematice, uvádí důvody pro užívání filmů a knih ve vyučování angličtiny a věnuje se i kombinaci obou těchto médií. Cílem této práce je ukázat různé aktivity související s filmem a knihou *Deník Bridget Jonesové*, které jsou zaměřené na rozvoj porozumění poslechového a čteného textu. Praktická část se tedy zabývá popisem aktivit užitých ve vyučování se studenty na konkrétní škole a analýzou jejich zpětné vazby k celé vyučovací jednotce, stejně tak jako k jednotlivým aktivitám.