DIPLOMOVÁ PRÁCE

USING VIDEO FOR TEACHING GRAMMAR WITHIN ENGLISH LANGUAGE CLASSES AT SECONDARY SCHOOL

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Ročník: 3.

2020

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České Budějovice 26. dubna 2020

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Anotace

Tato diplomová práce se zabývá možnostmi využití videa při výuce gramatiky v hodinách angličtiny na středních školách. V teoretické části se zabývá současnými studenty jakožto příslušníky generace Z a jejich přístupem k technologiím a učení. Dále mapuje typologii videí, metodickou práci s nimi a principy výuky gramatiky v hodinách anglického jazyka s využitím videa. V praktické části nabízí seznam vybraných online zdrojů videí dostupných učiteli v ČR. Představeny jsou dále i možnosti adaptace materiálu učebnice pro využití videa v jednotlivých fázích výuky gramatiky i návrhy pracovních listů pro tyto aktivity.

Annotation

The diploma thesis deals with the possibilities of using video to teach grammar withing English classes at secondary schools. The theoretical part addresses contemporary students as members of Generation Z and their approach towards technologies and learning. It maps out the typology of videos, the methodology of using them, and the principles of teaching grammar within English language classes using video. The practical part offers a list of selected online video resources accessible to the teacher in the Czech Republic. It presents several options for adapting coursebook materials for the use of video in the particular phases of teaching grammar as well as worksheets suggested for the activities.

Acknowledgement

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Introduction

Video has become a fully integrated part of our lives. It has moved from the cinema into our houses, TVs, laptops, and even mobile phones in our pockets. We spend a significant part of our lives watching films, series, the news, reality shows, music videos, documentaries, or instructional videos on how to do almost anything. Even if we do not deliberately seek to watch something, we are surrounded by moving pictures also in public transport, in shopping centres, or the waiting rooms at the doctor's office. The youngest generations have no experience of life without this constant deluge of video content and consider it a natural part of their existence.

This thesis will study the possibilities of using video for teaching English grammar at secondary schools. In the theoretical part, it is going to ascertain how the young generations (Generation Z in particular) perceive the world, what their relationship to learning is, and what are their preferences in learning and life. The thesis will present a complex typology of different video types from the point of view of language learning and teaching, the benefits video use can bring to the classroom, how it can be exploited for teaching grammar, and methodological principles of working with video. The last section of the theoretical part is going to be concerned with grammar, what it is, what is the development of teaching approaches and the position of grammar in them, the stages of teaching grammar, and the possibilities for using video within these stages.

The practical part is going to map out a small database of video sources currently available for use to the teachers in the Czech Republic and provide a brief characteristic of them. It will also present a possible adaptation of coursebook materials to include video in the different stages of a grammar lesson. To every video, accompanying activities are going to be suggested. Worksheets, which could be used with the videos, are going to be provided in the Appendix. The activities suggested to accompany the videos will then be evaluated in terms of their effect on students' learning experience and the teacher's preparation for the lesson.

Theoretical part

1. Contemporary students

In order to provide effective lessons of quality and relevance to students, the teacher should know their general characteristics, such as their approach to learning and life itself, learning preferences, and motivation. Students that teachers meet in classrooms nowadays belong prevalently to Generation Z. Each generation is determined by the economic and cultural surroundings in which it grew up and has therefore different preferences and expectations. Generation Z (preceded by generations nicknamed Baby Boomers, Generation X, and Generation Y, aka Millenials) is also called Gen Z or Digital Natives. This generation is heavily influenced by technology since its members grew up in the world of mobile phones, tablets, and other smart devices, surrounded by the Internet, and they have not experienced life without it. In the majority of generational studies, it is defined by the years 1995 and 2010. In these 15 years, its members were born, which means that they make up the majority of students at schools today.

Generation Z considers digital devices a natural part of life and technological advancement is expected rather than praised. They grew up knowing that all the information they need is at their fingertips and they can look up an answer within seconds. (Bond, 2015, pp. 5) They are "extremely adept at finding information they need" (ditto). Nevertheless, they sometimes lack the critical thinking to recognize the relevance and legitimacy of the source. (Mohr & Mohr, 2017, pp. 89) They are very keen on their mobile phones. They use it not only to communicate with others but also instead of a wristwatch, alarm clock, camera, notepad, and the like.

Gen Zers are active users of social media, both as contributors and consumers. However, on social media, they can observe only a carefully arranged image of someone's life in which only the most flattering pictures and experience get posted. In constant comparison with others, Generation Z is suffering from something called fear of missing out (or FOMO); in other words, they "fear that somewhere, someone is

having a better time"[1]. They are, nonetheless, more cautious with what they share in terms of personal information than generations before them. (Bond, 2015, pp. 6)

Although they are connected to the Internet almost constantly, they still prefer personal communication over other forms of contact. They also favour texting over phone calls or e-mails as quicker and more convenient. (Seemiller, 2017, pp. 7) In texts, they use emojis and gifs as they feel visuals convey more extended meaning than the text itself. Gifs and memes have „become a way to describe complex subjects and have also become social currency, symbolising a shared sense of popular culture and self-expression". (Bond, 2015, pp. 6) This generation expresses and processes information through visual imagery, which results in the popularity of YouTube, Instagram, Snapchat, and the like. They perceive visual language as "often more universal and richer in meaning than text". (Bond, 2015, pp. 6)

Gen Zers have a strong sense of community, whether it is with their online or real-life peers. (Bond, 2015, pp. 7) Their approach towards matters of identity is open-minded and liberal, while they describe themselves as responsible and compassionate. (Seemiller, 2017, pp. 5-6) Frustrated by the passivity of previous generations, Digital Natives want to make a change in the world, and they believe they can. They have philanthropic ambitions and encourage their peers to take action as well. (Bond, 2015, pp. 6)

In terms of motivation, Gen Z is perceived as "the most self-motivated generation ever" (Seemiller, 2017, pp. 6). They have a strong sense of relationships. Their motivation comes from "not wanting to let others down" or knowing that what they do "will make a difference for someone" (Seemiller, 2017, pp. 6). They also feel motivated by their passions and beliefs – acting in accordance with their passions, and "advocating for something they believe in" (ditto). Gen Z students are also goal-oriented; they strive for achievement.

On the top of Gen Z's learning preferences are hands-on experience and visual instruction. They prefer trying something themselves to listening to a lecture or reading about it. They expect their learning to be interactive and engaging. (Barnes & Noble College, 2015, pp. 8) When relying on instruction, they prefer watching another person

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[1] Retrieved from https://www.huffpost.com/entry/social-media-fomo-and-the_b_9880170?guccounter=2 (30.1.2020)

performing an action or "a concept being applied in a video rather than reading about it on a static web page". (Seemiller, 2017, pp. 7). In this way, they find it easier to comprehend what they are expected to do in order to complete a task successfully. In their learning, Digital Natives like independence and challenge. They state YouTube as their main source of information and instruction and expect the teacher to be a mentor and an instructor, rather than the sole source of information. (Seemiller, 2017, pp. 7) While valuing independent and self-paced learning, Digital Natives' preference is in a social setting. Despite being intrapersonal learners, they like to study with their peers, being able to discuss and collaborate. (Barnes & Noble College, 2015, pp. 6) The ideal environment for them is thus a group collaboration in which each member is assigned a particular task contributing to a larger project. (Mohr & Mohr, 2017, pp. 88)

Generation Z students are hence self-motivated, oriented towards helping others and improving the world around them. Technology is a natural part of life for them and is, therefore, expected to play a significant role in their learning. On the one hand, they like to study independently, at their own pace, on the other hand, however, they like to cooperate and discuss their ideas with peers. They perceive the teacher as an instructor who guides them rather than as a source of knowledge since they are able to find the information they need within seconds. With the help of YouTube and other similar websites, they can study independently. Video is their primary source of information both in learning and in private life. It is, therefore, highly welcomed in the classroom.

2. Video

The Oxford Learner's Dictionary defines the term *video* as "a short film or recording of an event, made using digital technology and viewed on a computer, especially over the Internet[2]." Although this is a widespread type of video, it does not incorporate all the possible forms and origins of this audio-visual media. A better definition is provided by Christine Canning-Wilson[3], who defines video as "the selection and sequence of messages in an audio-visual context." This explanation of the word is best suitable for our purposes as it also includes videos made using digital animation as well as videos containing animated text, so-called kinetic typography.

Nowadays, video has become an integrated part of our lives. We come to contact with moving pictures every day, be it at the cinema, on television, or the Internet. Televisions playing ads, news, or TV broadcasting can be found even in shopping centres, public transport, or in the waiting room at the doctor's office. Video presents a natural part of life for Generation Z students. Besides going to the cinema or watching TV, they are used to watching videos on social networks like YouTube or Instagram, or via different smartphone apps, or even filming their own. Due to the frequency with which students come into contact with video in everyday life, it can be a useful tool to draw students into the lessons, motivate them, and provide them with a context closer to them than the one created by textbooks. They are also more perceptive to visual language than to just written or spoken texts, so with the use of video in the classroom, the information is most likely to be understood and remembered.

Video is not the only tool we can use in a classroom. "It takes place among a range of other aids we use quite regularly" (Allan, 1985, pp. 48). To some, it may seem that video is the same as a listening recording, only enriched by pictures. The visual part of a video, nevertheless, offers multiple new possibilities of exploiting the material. If the "best principles of using other teaching aids and resources" (Lonergan, 1984, pp. 10) are applied critically, video can offer an extra dimension to the usual classroom experience as it can be exploited in more ways besides practising listening comprehension.

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[2] Retrieved from https://www.oxfordlearnersdictionaries.com/definition/english/video_1?q=video (30.1.2020)

[3] Retrieved from http://iteslj.org/Articles/Canning-Video.html (30.01.2020)

1.1 Benefits and drawbacks of using video in the classroom

As with any educational tool, there are both benefits and drawbacks in using video for teaching.

1.1.1 Benefits

Besides being the closest to Generation Z students in supplying information and instruction, the main benefits of using a video in the classroom consist in providing:

- visual support
- language exposure and model
- representation of culture
- entertainment.

1.1.1.1 Visual support

Video presents visual support for students, which helps them to concentrate better by providing "a focus of attention while they listen." (Allan, 1985, pp. 49) It prevents them from being distracted by their surroundings as well as reduces the stress of missing or not understanding a word since they can rely on contextual cues along with their listening ability. Listening as such can be an exhausting activity, especially for easily distracted or less perceptive students, but video relieves some of the effort by allowing students to see as well as hear what is happening. Moreover, "video appeals to multiple intelligences and learning styles. Video's multiple presentation modes (images, sound, motion) and simultaneous aural and visual stimuli allow different types of learners greater access."[4]

Another important strength of the video is its presenting of non-verbal aspects of communication. It is useful for the students to see the communication in the form of a video as "general meaning and moods are often conveyed through expressions, gestures, (…) and other visual aids." (Harmer, 2001, pp. 282) Being able to observe speakers' gestures, expressions, posture, surroundings, etc. can aid students' comprehension as well as link facial expressions to intonation and provide a deeper understanding of the situation. In a natural interaction, we communicate in numerous ways, as presented in Figure I. In language teaching, the focus is usually on the verbal part of the interaction – speech and the implementations of phonological, grammatical, and syntactic rules in it. Video, on the other hand, is able to capture if not all, then most

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[4]Retrieved from https://www.teachingenglish.org.uk/article/teenagers-video-0 (30.1.2020)

of the vocal and visual non-verbal elements of interaction, which can thus become a focus of attention as well. (Allan, 1985, pp. 68)
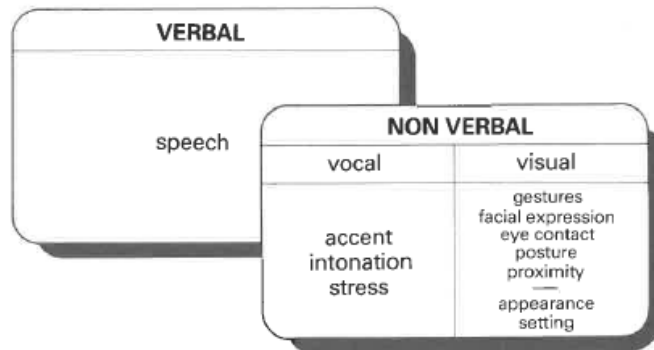
Figure 1: Features of communication (Allan, 1985, pp. 68)

1.1.1.2 Language exposure and model

In a language classroom, the language spoken is usually neither spontaneous nor natural. It is thus important to expose students to authentic language, different from instruction and teacher's display questions. Allan (1985, pp. 49) says: "Both these forms of [visual] support suggest that video is a good medium for extended listening to the foreign language." Video is thus a great tool for exposing students to natural language. Unlike with audio recordings, they are drawn in by the visuals so they do not get distracted and can experience life-like situations.

Video can also serve as a stimulus or input for other activities. Watching a video in the classroom "tunes" students into the target language, and they are thus more ready to communicate in it. Their different interpretations of what happened in the video or the topic presented can result in a genuine discussion. The settings and characters "can set the scene for roleplay" (Allan, 1985, pp. 49). The video can also serve as a starting point for "writing assignments, as input for projects or the study of other subjects." (Sherman, 2003, pp. 3) In summary, video can provide context for students' own production as well as input both in language structures and information.

Another beneficial aspect of video is the fact that it serves as a language model. Apart from the intonation as mentioned earlier, video presents different accents, practical use of lexis, grammar, and syntax which are up-to-date and produced naturally. Different genres of video generate different kinds of discourse and discourse structures and show

language in various uses and contexts. The natural language use with different accents is valuable for students because "it illustrates the kind of interactive language most foreign-language students seldom encounter." (Sherman, 2003, pp. 2)

1.1.1.3 Representation of culture

Another important value of video is its representation of culture. Students can observe "how people live and think and behave." (Sherman, 2003, pp. 3) They see gestures, expressions, and body language as such typical for different cultures. Students can also notice what people wear, what they eat, or what the typical features of their homes are. Cross-cultural awareness thus comes to students more naturally than when explained or described by the teacher. They can also perceive it subconsciously as well as compare it with their own culture.

1.1.1.4 Entertainment

Video can also bring entertainment to the classroom and offer variety to the activities. Watching films, TV, and videos is connected with relaxation and entertainment, and these links continue into the classroom. Students "bring the same expectations to the experience of viewing video in the classroom and we can encourage this positive attitude by using video in a flexible way." (Allan, 1985, pp. 49) There is a vast volume of videos we can choose from, with some kinds closer to students than others, such as advertisements, music videos, TV series, news, or feature films.

For the purposes of teaching grammar, there are ways of using video not only as a support for listening comprehension and a source of target language structures, but it can also provide the context for grammar presentation or practice. In these tasks, listening comprehension does not have to be in the focus or even present, thus also videos containing no speech can be used. Students can be asked to comment on the setting, describe the situation, or provide a story to the visual element of the video.

All the factors mentioned above contribute to developing students' motivation for learning. Their interest rises since language is presented and experienced in a lively way. (Stempleski, 1990, pp. 3) Video facilitates their comprehension by presenting visual support to the input received by listening as well as prevents getting distracted by students' surroundings. Besides providing a language model and a "window into foreign culture", different types and genres of video bring entertainment and variety into

the language classroom. In conclusion, video is not the only tool accessible to teachers, but it has indisputable advantages compared with other resources. It provides both visual and audio stimuli for the students which no other material can.

1.1.2   Drawbacks

As with any teaching tool and technique, there are certain pitfalls of which the teacher must be wary. They can be summarised into the following categories:

- technological equipment
- technological demands on the teacher
- selecting video and accompanying activities.

1.1.2.1   Technological equipment

When working with video, the most obvious pitfall is the technological equipment of the classroom. When playing a video for students, the teacher needs to have at his/her disposal a computer, projector, speakers, and connection to the Internet in the case of using internet sources. In other cases, when individual or group work with the video is planned, there arises a need for a computer lab or the use of students' own devices if the school supports BYOD (bring your own device) policy.[5] As with any technological device, there can occur a malfunction in any of the components used. The teacher must anticipate those and be prepared for a number of different scenarios.

1.1.2.2   Technological demands on the teacher

Another possible drawback can be presented in the technological requirements posed on the teacher. The teacher must be familiar with the use of the hardware mentioned above, as well as software. Teacher's skills in working with the technology are essential here since long waiting for the video to begin or confused and unsystematic stopping and skipping parts of the video may fail to capture or even lose students' attention. (Harmer, 2001, pp. 283)

1.1.2.3   Selecting a video and accompanying activities

Teacher's skills and abilities as a whole are crucial for effective work with the video. If the type of video, its length, and activities accompanying it are not chosen well, the benefit of video use is minimalized. It can lead to "nothing new syndrome". Students view the activities as no different from other typical learning and teaching

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[5] Retrieved from https://www.teachingenglish.org.uk/article/teenagers-video-0 (30.1.2020)

exercises. Excessive length of a video can lead to losing students' interest due to increased effort expected on their part. The same is true for the type and genre of the video chosen. If the topic or structure of the video is not close to students' interests, their motivation declines. (Harmer, 2001, pp. 283)

One more possible drawback is the poor quality of the video. Students may lose interest in a video with poor quality of the sound or picture as the comfort of viewing is lowered. The same applies to the viewing conditions in the classroom. When students cannot see what is happening clearly, the effect of visual aid to listening mentioned above is not present – on the contrary, it can lead to further distraction. The same then applies to poor sound quality which prevents students from being able to hear clearly and makes it thus more difficult to understand or causes them to lose interest. (Harmer, 2001, pp. 283) In order to be attractive to the students, the visual of the video should also be aesthetically pleasing.[6]

In summary, problems can arise from whichever part of the system – hardware, software, video itself, teacher and his/her abilities. However, most of the problems can be prevented by thorough preparation by the teacher. It is necessary to watch the video (or passage) in its entirety, check the equipment of the classroom beforehand, and consider carefully if the activities chosen are best suited to the students' needs.

1.2   Types of videos

Not all videos have the same goal and work in the same way. The most clear-cut way of dividing a video is according to its original purposes. There are videos originally created with the intent to be used as a tool for learning and/or teaching, and videos created to fill in leisure time. Stempleski (pp. 7, 1990) call these types *educational videos made specifically for language learning* and *authentic video material*. Allan (1985) uses the same categories which are named *video material designed for ELT* and *non-ELT materials.* (pp. 19-21) In this work, the terminology used is going to maintain the term *authentic videos* and slightly modify the term used by Stempleski (1990) into *educational videos for language learning.*

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[6] Retrieved from http://iteslj.org/Articles/Canning-Video.html (30.1.2020)

1.2.1 Educational videos for language learning

In the beginnings, educational videos for language learning were made both for TV broadcast and use in a classroom. Nowadays, in the era of the Internet, there is an inexhaustible supply of educational videos made for self-study at home and use in a language classroom.

Lonergan (1984) further divides educational language videos into *video recordings of language-teaching broadcasts and films*, and *video language materials made for the classroom* (pp. 7). Both of these types can have graded language with controlled use of vocabulary items, structures, and speech components (Lonergan, 1984, pp. 8). According to him, the difference between these two lies in the expected way of viewing. Language-teaching films and broadcasts are made to be viewed in one sitting from the beginning to the end without pausing, going back, forward, or reviewing. Once it is recorded, the difference becomes negligible since the player makes it possible to play, pause, rewind, and review in any way one likes. With the use of computers or DVD players, it no longer poses a problem, therefore these two types of videos will be considered as one in this work.

Allan (1985, pp. 19) states four main purposes of educational language videos, according to their role in the classroom:

- presenting language
- presenting the country and its culture
- telling stories
- presenting topics.

Most materials accomplish more of these goals at once (specific features of culture and new language items can be presented through a story, as well as new or important topics introduced). (Allan, 1985, pp. 19)

The main aim of educational videos for language learning tends to be the presentation of new language items. Novel structures are presented in an appropriate context. They can show different language functions in different situations or various structures which can be used for expressing a singular language function. They serve either as a support to a textbook, in that case, they present examples of language in use in concrete situations, or they can introduce a new language item on their own, without connection to a textbook. Some of them expect students to participate and create their own

language structures either to describe or to complete situations in the video (Allan, 1985, pp. 19-20). Others present the language structure in a context and then come back to analyse it and explain the use.

As was already mentioned above, video is a great source of knowledge about culture especially when it is set in a real setting. Students can learn about the way people live in a foreign country, how they dress and what they eat. Some videos are "designed specifically to feature information about the social, cultural or professional life of the country" (Allan, 1985, pp. 20) and it is the focus point favoured opposed to presenting novel language structures.

The starting point for the creation of any videos is to use "the power of the medium to tell a good story." (Allan, 1985, pp. 20) These videos can serve as conversation starters, they can be accompanied by various viewing tasks, or they can simply provide exposure for students to the target language which is entertaining and engaging.

Videos can also introduce a range of issues. These can then initiate a debate among the students or can be used as a basis for a project. Students can also be engaged in the situation in the video and asked to participate (selecting the best job applicant for a position) (Allan, 1985, pp. 21).

In most cases, the roles of video are combined. It is not unusual that a story, an interesting topic or issue, or cultural information are used as a vehicle for presenting new language items or the use of language items with which students are already familiar in context.

With the advance of the Internet, however, not only renowned educational institutions produce educational videos for language teaching. Any enthusiast with access to the Internet can create their own videos of variable quality. There are still dependable videos created by coursebook authors as a complement of the coursebook series or by institutions focusing on teaching English, such as British Council, BBC or publishing houses connected to universities of Cambridge or Oxford (CUP, OUP).

There are also numerous webpages and YouTube channels devoted to providing materials for English teachers created by other teachers and enthusiasts. With these videos, one must be wary of who the author is. Whether it is a native English speaker or not, how much experience and with what type of learners they have and last but not

least, what kind of topics they cover in the videos. It is not necessary to neglect videos made by an individual rather than an institution or by a non-native speaker of English at once, however, one must approach them with caution. Videos created by individuals usually undergo less if any proofreading or editing therefore there is more room for errors. The English teaching community is vast, one must hence pay attention also to the cultural appropriacy of the topic or its adaptation. To put it shortly, with videos from these types of sources, one must invest even more time and effort into the preparation in order to check for mistakes, appropriacy of both the topic and its adaptation and possibly also the quality of both audio and visual components of the video.

1.2.2 Authentic videos

In different language teaching methodology books or coursebooks, materials not created for the purpose of language teaching/learning are referred to as authentic. The word *authentic* can have different meanings. In everyday context, it means natural, spontaneous. As far as the language used in videos is concerned, it is difficult to draw the line. There are educational videos for language learning in which spontaneous, natural speech is used, whereas a lot of non-ELT videos, such as films, documentaries or even commercials, are carefully scripted and therefore not "authentic". In the context of language teaching methodology, the word authentic is understood as made for a native speaking audience. In this case, it means, that the student encounters an authentic experience. The student is put "in the same position as that [native speaking] audience and demands the same exercise of language skills." (Allan, 1985, pp. 30) The latter approach will be adopted in this work.

Sherman (2003, pp. 12-15) presents a division of authentic video materials into *video drama* and *non-fiction video.* Video drama means videos which tell a story about fictional characters. The world they present is fictional and may be fantastic to a smaller or larger extent. This includes most of "video, TV and film material with scripted dialogue and/or dramatic elements." (Stempleski, 1990, pp. 7) These are simulations of reality. Their main advantage is that "they contain all kinds of examples of people communicating." (Allan, 1985, pp. 24) This category is very broad, it offers full-length feature films, drama series, sitcoms, soap operas, or even short drama clips or comedy sketches. Videos of this category have various length ranging from a few minutes (comedy sketches, drama clips) to more than two hours (some full-length feature films),

which results in different possibilities of use. Their main power is the story which draws students' attention, keeps them interested and engaged. This is also the reason that students in general like and enjoy watching video drama during the lesson. (Sherman, 2003, pp. 12-14)

A special kind of video drama is cartoons. They are quite popular as well, especially among younger students. However, the teacher must bear in mind that they are not always the best source of a language model. The speech may be very fast and colloquial, and the voices of the characters may be distorted which can make comprehension more difficult. Some of the visual support provided by videos of real people can be lost, such as lip movements or mimics (Allan, 1985, pp. 29).

The category of non-fiction videos is harder to define. Generally speaking, it includes all videos concerning real-world affairs, or as Sherman (2003) puts it: "programmes about real life." (pp. 62) The reality or facticity of these videos may be, however, disputable. There are documentaries about dinosaurs which look like fiction or staged "real" events in reality shows (Sherman, 2003, pp. 59). Stempleski and Tomalin (1990) offer a more assured definition: "any material which is non-fictional and/or unscripted" (pp. 7). Examples of scripted non-fictional videos are documentaries or educational films, as opposed to unscripted talk shows or sports programmes. This category further involves TV news programmes, current affairs programmes, interviews, game shows, short non-fiction clips, and TV commercials. There are differences as to the visual support particular non-fiction videos provide. E.g. in documentaries, the person speaking is not always present. That means that students must rely on their audial perception only, without the gestures and facial expressions of the speaker. In some cases, the visual material supports the commentary, in others the visuals "tell their own complementary story, adding to the information conveyed." (Allan, 1985, pp. 7) The same applies to some sports programmes in which the student is presented with a view of the field and players, but the commentator is hidden. On the other hand, the visual support of reality or talk shows is quite extended, as people are usually their main interest and therefore are present in most of the shots (Allan, 1985, pp. 7).

When using non-fiction videos in the classroom, the teacher must be prepared for contrasting approaches of the students. It is easier to find common ground in students' interests and likings in video drama than in non-fiction. Not everybody enjoys the news, sports programmes or game shows, and that is something the teacher needs to bear in mind when preparing activities with non-fiction videos.

Somewhere in between video drama and non-fiction videos, there are music videos. They do not always tell a story nor reflect the real world. Besides pop music videos, this category can include "songs and musical numbers from TV light entertainment shows or cinema musicals." (Stempleski, 1990, pp. 7) Music videos can differ significantly, from shots of the singer/band or recordings from a concert to artistic views of natural scenery or a film of itself. Usually, the visual support for listening is fairly scarce since the text of the song is not reflected in the scenes accompanying it. However, there are some interprets who release lyrics videos with the text of the song presented in a graphically interesting way, which can help students understand as well as keep them focused.

1.2.3 Self-made video

Another type of video which may be used in the classroom is made by the teacher and/or the students themselves. It can be a video recorded outside the classroom. The students can be prompted to make short films or sketches in the target language (Lonergan, 1984, pp. 10). When asked to produce their own videos in groups, students find this task challenging and absorbing. Their motivation is also increased in preparing and practising an activity by gaining a sense of purpose in recording it on a video (Allan, 1983, pp. 87).

Another type of self-made video is a recording of a lesson. Students can thus see themselves, their gestures and reactions and can analyse their use of language. They can observe their mistakes and achievements and use them as a basis for improvement (Lonergan, 1984, pp. 10). The video thus serves to recall the activity. The teacher can hence provide more precise and objective feedback and students can realise some mistakes they do unconsciously (Allan, 1983, pp. 87).

Nevertheless, there are some pitfalls to making videos in the classroom. Not all people are comfortable with being in front of a camera or watching themselves later and discussing their "performance". These days, teenagers are used to recording videos

of themselves using their smartphones, either to share on social media or to save as a memory. However, when it comes to performing in front of the class and later discussing it and accepting feedback, not all of them feel comfortable with it. The presence of a camera in the classroom can also affect the behaviour and discourse of both students and the teacher which results in unnatural language use. Another apparent problem is the technical equipment needed for recording. Most of the smartphones owned by the majority of population are equipped with a camera in reasonably high quality. However, with the acoustics of the classroom, background noises such as screeching of chairs, clicking of pens, or coughing can lessen the comprehensibility of the audio.

There are also some things to which the teacher needs to pay attention for the video recording to be effective. If the recording device provides material in reasonable quality, the activity is still not guaranteed to be effective. The objectives of video making need to be defined, the students need to know the language learning goal. The feedback sessions should be also well thought of. In the case of recording the whole lesson, re-watching and commenting is time-consuming. An appropriate strategy needs to be selected, e.g. watching only a part of the recording or several groups each watching and commenting on a different part of the recording. The engagement of the students can also vary. They are usually interested in watching themselves, but not so much in watching the others. This can be prevented again by working in smaller groups or by involving students in assessing their classmates (Allan, 1983, pp. 87).

1.3   Selecting a video

There are several factors which need to be borne in mind when selecting a video or a section of a video for it to work well in the classroom. The first consideration needs to be made concerning the purpose of the video. Whether it should serve as an introduction of a topic, a source of specific language items or serve as a prompt for other activities not directly related to it (Allan, 1985, pp. 22-23). Another factor to consider are the objectives of the lesson and the overall topic. The video should not be used only for the sake of using video, but it should correspond with the goal of the lesson as well as with the thematic area to be discussed.

Once the purpose is clear, the other important factor is the relevance of the video for students. They do not perceive video as learning material, but, as we have already mentioned above, as a source of entertainment the same as TV. Therefore, the video needs to "be intrinsically interesting or attractive" (Stempleski, 1990, pp. 9). If the video is interesting and relevant to the students, they are more motivated to watch it and engage in the task connected with it.

The length of the video is also crucial as it can determine the type of watching and activities to be done. Usually, the video should be exploited during one class, therefore, the length should allow it. With longer videos, extensive watching is expected – focused on exposition to the language and general understanding. Shorter videos enable more detailed and multiple watching and thus exploiting the video in greater depth. It is, nevertheless, important to contain a complete unit of meaning in the section and to not compromise this in favour of the sequence length (Stempleski, 1990, pp. 9).

Another factor to which a lot of attention must be paid is the language of the video. It means to pay attention not only the language items present and to be taught but also its density and delivery. If the speech is continuous without natural pauses, the students do not have enough time to process it and cannot keep pace with the recording. The same applies to a quick or careless pronunciation, or a strong regional dialect which do not pose problems for the native speaking audience, but for the students, it can hinder the comprehension significantly (Allan, 1985, pp. 23). However, the task plays an essential role in the difficulty of the activity since, unlike the language level of the video, it can be graded and focus on the visual features over the verbal (Stempleski, 1990, pp. 9).

Visual support is connected with the previous point. If the verbal part of the video is not sufficient for understanding, visual cues can convey the meaning. This can be tested by watching the video without the sound first during the preparation. If it is possible to understand the situation and predict the language which will be used, the visual support of the video is sufficient. This is especially important for lower-level students who need as much help as possible. With advanced students, the opposite can be welcomed. The task presents a greater challenge if the verbal and visual express different messages and the students need to focus on perceiving and understanding both of them (Allan, 1985, pp. 23).

When working with longer videos in the way of intensive watching pausing points are also important. The teacher should note points in which the video can be stopped without confusion as far as the meaning of the section is concerned if the video cannot be watched in one session. The pause points can also serve to summarize the video or to predict what will happen next (Allan, 1985, pp. 23).

1.4   Methodological principles of using video

There are two types of watching videos. Extensive watching – meaning watching longer videos with less focus on single utterances and particular vocabulary or grammar items, and intensive watching – watching short video clips which can be played multiple times and the focus can thus shift to different components (overall meaning, intonation, vocabulary, grammar, visuals, …). Both of these types of watching are beneficial for the students but each of them brings other assets to the classroom.

Extensive watching is more similar to the way we watch TV or videos in real life – we watch long passages for the gist or for general understanding, we watch it in one piece without going back and replaying some passages. In this type of watching the main goal is general understanding, there is no need for understanding and translating every word. Although this kind of watching is natural for us, viewing long passages in a foreign language especially without the support of subtitles can be very challenging and can lead to getting distracted. "This has the advantage of extensive exposure and perhaps of novelty." (Sherman, 2003, pp. 7) This kind of watching can sustain the above-mentioned benefits and purposes of video – it exposes students to the target language significantly, it can present the culture of the country, it can tell a story or present a topic and help students understand the target language in a real-world context. Extensive watching also simulates communication with a native speaker or life in an English-speaking country. Students are surrounded by the target language (or exposed to it) and not able to pause or rewind in real life. They have to rely on their abilities and try to compensate for the lack of understanding, e.g. by looking for context clues, facial expressions or intonation of the speaker. Nevertheless, there needs to be substantial preparation for this kind of watching so the students do not feel lost or overwhelmed by the number of stimuli and the extent of the (possibly unknown) language used.

Intensive watching exploits short clips of video thoroughly. Students are prompted to pay attention to general understanding as well as detailed comprehension. Videos used for intensive watching are usually short – recommended length is at most five minutes, which allows for repeated watching. In repeated watching, the focus can be shifted from the content focused on in general or in detail to the form. In short clips, more focus can be given to pronunciation, intonation, grammatical structures, vocabulary and even the visual component of the video.[7] The benefits of intensive watching lie in various activities connected to one short video which can change the pace of the lesson and keep students focused and in the possibility (or even necessity) of multiple watching which aids students' comprehension.

1.4.1 Viewing techniques

There are numerous ways of watching or playing the video which serve various purposes. Besides the obvious way of playing the whole video from beginning to end without pausing, there are also other possibilities.

A longer video recording can be divided into several sections which can be played separately. The teacher guides students through the tasks. There can be various activities chosen for each segment as well as different viewing techniques. This type of watching should be finished by playing the whole recording, time permitting (Allan, 1985, pp. 37).

A possible technique of watching the video is called silent viewing. The students are presented only with the visual part of the video without hearing the conversation or commentary accompanying it. It can serve as the beginning of an activity which gets students focused on the things they normally miss or perceive subconsciously, and which can alter their interpretation of what they hear. It also allows students to focus on the visual cues first and gives them time to think about the setting, people, situation, etc. before engaging the listening task (Allan, 1985, pp. 40). It can also serve as a basis for a role-play activity in which students prepare and then act out the dialog, they think the characters in the video are having.

Another technique is opposite to the previous one – sound only. This kind of viewing is not to be used very frequently, however, it works well with videos with interesting sound effects. It can stimulate a discussion about what is really happening in the video,

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[7] Retrieved from https://www.fluentu.com/blog/intensive-and-extensive-listening/ (18.2.2020)

it can invite students to describe what the setting or the characters look like and thus practise use of the language of description and it can result into a discussion about the "differences between the information carried verbally and visually." (Allan, 1985, pp. 43)

The next technique is used for predictions and consists of pausing the video. After pausing, students can predict what the character will say or what will happen next. They can also describe the freeze-frame or determine a character's thoughts or feelings from their facial expressions or body language (Stempleski, 1990, pp. 15).

Another technique is called jumbling sequences. In this technique, students watch a section of the video out of context. They need to determine what preceded this part and what happens next. After watching several sections, they arrange them into correct or plausible order (Stempleski, 1990, pp. 16).

If viewing in separate groups is possible, jigsaw viewing can be accomplished. In this technique, different groups watch different parts or versions of the video, which creates an information gap that needs to be filled by sharing information between the groups. This could be also done by playing audio-only to one group and visuals only to the other since "each of these channels carries its own information." (Allan, 1985, pp. 43)

1.4.2   Pre-watching activities[8]

It is not easy to make watching a video in the classroom a natural experience. There needs to be some preparation in terms of the technical issues and some transition from the previous activity. Starting a video "out of the blue" can be confusing for the students and it may take them some time to adjust to the change of activity and the task they are expected to accomplish.

Pre-watching activities are supposed to ease the transition of activities and provide some context for the video to come. In the pre-watching phase of the activity, the teacher needs to activate students' schemata in order for them to be able to retrieve their previous knowledge of the topic. Another important factor in pre-watching activities is motivation. The teacher should raise students' interest in the topic to motivate them to pay close attention.

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[8]   Adapted   from   https://www.teachingenglish.org.uk/article/a-framework-planning-a-listening-skills-lesson (18.2.2020)

Last but not least, the purpose of pre-watching activities is language preparation. To assist students' understanding, the pre-watching phase pre-teaches problematic, difficult or important words or structures which are going to appear in the video so that the challenge lies in watching and listening and not dealing with unknown forms.

Typical pre-watching activities include brainstorming, crossword puzzles, word search, and other vocabulary related activities, answering questions, true or false statements, prediction tasks or discussion.[9]

1.4.3 While-watching activities[10]

While-watching activities are the tasks students are asked to perform while they watch the video. The first watching serves mainly for getting familiar with the video and getting used to the accents. The task should be therefore quite easy to let students experience a sense of accomplishment and thus motivate them for the second watching, and to calm them down if they are nervous. For the first watching, one question concerning the gist of the video is sufficient.

For the second (possibly also third and fourth) watching, the tasks can be more complex and focus on more detail. However, it is important to formulate the task in such a way that the students are expected to answer with single words or choose a correct answer from multiple possibilities. The teacher must bear in mind that reading long passages or writing complex answers is demanding and leads to losing focus. The third or fourth watching should serve to check answers, to find answers missing after the second watching, and to gain further insight into the topic or a new or deeper interpretation of the video.

In watching, there are a lot of possibilities on what to focus. The task can concentrate on the content of what is spoken, on the form which is used, but also on the visuals – the questions may ask about what is happening on the screen, what objects are visible, what the character looks like, etc. Nevertheless, it is important to always choose only one area to focus on. Watching video while completing tasks is demanding for the students as they have to concentrate on listening, on the visual input, and on completing the task at the same time and shifting their focus from one component of the video to another would be exhausting and counter-productive.

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[9] Retrieved from https://www.teachingenglish.org.uk/article/pre-listening (18.2.2020)
[10] Adapted from https://www.teachingenglish.org.uk/article/a-framework-planning-a-listening-skills-lesson (18.2.2020)

1.4.4 Post-watching activities[11]

It is important to conclude the activity not only by checking answers. After watching, students can reflect on the content of the video or the language forms they have encountered. The reflection can take the form of a class, group or pair discussion or be assigned as a written task. Post-watching activities can also range further and become activities standing on their own. The students can write an alternative end of the video, suggest possible continuation or express their opinions about the subject in an essay. They can also read a text on a similar topic and compare the information they learned or the approach of the authors. Another possibility is to let students film their own video on a similar topic, providing alternative ending, showing what happened after the end of the original video, or presenting a commentary on the events.

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[11] Adapted from https://www.teachingenglish.org.uk/article/a-framework-planning-a-listening-skills-lesson (18.2.2020)

2 Teaching grammar

2.1 Definition of grammar

For a long time, grammar was in the centre of attention in language teaching and learning. Even today, grammar is considered an important part of both language usage and knowledge about language. Nevertheless, the definition of grammar differs in various points of view.

The academic view of grammar does not deal with the immanent feature of a language but rather with its codification (Quirk, 1987, pp. 9). The scholar perspective discriminates two approaches to viewing and analysing grammar – prescriptive and descriptive. The prescriptive approach is concerned with the correct use of language, i.e. how we should speak and write, while the descriptive approach provides us with a description of the actual state of affairs, i.e. how we really speak and write (Huddleston, 2002, pp. 5). For each language, one of these approaches is more suitable and is adapted. In English, there is no authority which would codify the correct usage, we can, therefore, say that English has a descriptive grammar. However, this does not mean that the prescriptive approach is completely absent. The information provided by prescriptivists is arranged in what Huddleston and Pullum (2002) call usage manuals (pp. 5) or textbooks intended for foreign language learners.

The most common view of grammar shared amongst linguists and language teachers is grammar as a system. Huddleston and Pullum (2002) define it as "the principles or rules governing the form and meaning of words, phrases, clauses, and sentences." (pp. 3) Another definitions view grammar as "the way words are put together to make correct sentences" (Ur, 2012, pp. 76), or "knowing how different grammatical elements can be strung together to make chains of words." (Harmer, 2015, pp. 22) All of the above-mentioned perceive grammar as a combination or synthesis of morphology (or its inflectional part) and syntax. Phonology, lexis, and semantics are therefore considered to be separate yet not unrelated levels of language. For example, in a great number of nouns and verbs, the only feature which distinguishes them from one another is the placement of stress (e.g. 'insult vs in'sult – part of phonology) (Quirk, 1987, pp. 11). The lexical meaning can also prevent speakers from creating sentences grammatically correct but semantically nonsensical, such as *She poured him a glass of cake.*

The above-mentioned example leads us to another perspective on grammar, defined by Scrivener (2011) as a "mental list of possible patterns of English." (pp. 156) This implies that a speaker can tell if a sentence is grammatical or not according to their previous experience with the language. In the sentence starting *Last week I...* the speaker will expect the next word to be a verb because the position after the subject is its natural occurrence – deduced from syntax. The speaker will also expect the verb to be in the past tense because of the collocation *last week* which suggests a connection with the past. The speaker thus compares the structure presented to them with the internal "database" and is able to predict the next word according to it.

In this work, grammar will be considered a combination of morphology and syntax with regard to the syllabi of English language teaching coursebooks. The core of teaching grammar is usually the verb and its possible forms (tenses, use of infinitive or gerund, and modals) and complex sentences (time clauses, conditional clauses, relative clauses). Considering the level for which the coursebook is intended, some space is also dedicated to nouns and their possible forms, adjectives (comparatives and superlatives), pronouns (subject, object, possessive, reflexive) and the use of articles.

2.2   Methods in teaching grammar

2.2.1   Beginnings

The need for learning and teaching languages other than Latin arose in Europe in the 19th century. Since then a significant number of methods of language teaching have developed. The first method to meet the demand at that time was called grammar-translation. In this method, the language was taught deductively – an explanation of the language rule, often in the mother tongue of the learners, was followed by translating sentences from the mother tongue to the target language and vice versa (Harmer, 2015, pp. 56).

At the end of the 19th century, grammar-translation was replaced by the direct method. As the name suggests, the direct method uses exclusively target language. Grammar was taught inductively, meaning that students were expected to detect the rules thanks to exposure to the language. Instead of translation to students' mother tongue, objects or pictures were used to determine the meaning of grammatical forms (Harmer, 2015, pp. 56). Since none of these methods have a scientific background, no closer attention will be given to them in this work.

2.2.2 Audiolingualism and Oral Approach

The first method supported by scientific theories was the Oral Approach in Britain and Audioligualism in the USA. Both of these methods were developed around the time of the Second World War independently on each other, but they share a common scientific foundation. Both methods are built upon the theory of language called structural linguistics or structuralism. The structuralism views language as "a system of structurally related elements for the encoding of meaning, the elements being phonemes, morphemes, words, structures, and sentence types." (Richards, 2015, pp. 62) The language is perceived as a system of interdependent levels of description (phonetic, phonemic, morphological, syntactic...) in which the lower level leads to the higher one (i.e. phonemics is the basis for morphology which is, in turn, the basis for higher-level structures). In order to learn the language, students need to master the rules which govern combinations of the elements of the language structure (Richards, 2015, pp. 62-63).

The two methods also share the notion that "the primary medium of language is oral" (Richards, 2015, pp. 63). This claim is supported by the way humans acquire language (first by listening and speaking, writing comes much later) as well as by the fact that many cultures do not have or need written language and are based solely on oral culture.

The distinctive feature of Audiolingualism and Oral Approach is in the presentation and practice of the structures to be taught. British structuralism thus also the Oral Approach places the focus on the situation. Learning and teaching should be, therefore, linked to the situation in which the target structure could be used. Unlike the American structuralism, language is perceived as "purposeful activity related to goals and situations in the real world." (Richards, 2015, pp. 48) This is why later the term Situational Language Teaching (SLT) came to use as a synonym to Oral Approach.

Concerning the theory of learning underlying these methods, behaviorism is at the core. Using language is viewed as verbal behaviour and learning a language thus as a habit formation. The habit is created by reinforcement – correct use of a structure is praised by the teacher or fellow learner and incorrect use is followed by a series of drill exercises to reduce the likelihood of repeating it.

At the focus of teaching and learning is the mastery of phonological and grammatical structures as these were perceived as an important part of the language (Richards, 2015, pp. 64). The approach to grammar in both methods is an inductive one. Students are presented a grammatical structure in oral form and expected to induce the meaning from the context and situation in which it is used. Explanation is discouraged since analogy is perceived as more efficient than analysis in language learning (Richards, 2015, pp. 48, 65). Following the child language acquisition, at first, the focus is on mastery of speech and writing is introduced once a sufficient amount of structures is learned.

2.2.3 Audiovisual method

Audiovisual method (or Structuro-global audiovisual method) was developed after WWII in France. As well as with Audiolingualism and SLT, the underlying theory of language is structuralism, precisely its French branch. At the core of teaching and learning is thus a language structure used in context (Hendrich, 1988, pp. 269).

The theory of learning upon which Audiovisualism stands is taken from Gestalt psychology. This school of psychology is concerned with human perception, claiming that humans do not perceive individual elements but rather patterns.[12]

The target language structure should be presented in a situation familiar to the learner. Presentation of language structures should be accompanied by visual aid (picture) or a combination of audio and visual stimuli (at first, picture and a recording, later video). Similarly to Audilingualism and SLT, grammar is presented in structures which are repeated and connected to concrete situations. No explanation is provided to the learner, grammatical rules are to be induced from the situation. As well as in the two above-mentioned methods, mastery of speech precedes the practice of reading and writing (Hendrich, 1988, pp. 269).

2.2.4 Communicative Language Teaching (CLT)

Communicative Language Teaching evolved during the 1960s and 70's both in Europe and the USA. Its underlying thesis is that structures carry meaning in themselves and it is not directly embedded in a situation. The focus thus shifted from mastering the use of structures to using language to communicating learner's intentions, i.e. from "how language was formed to […] what language was for." (Harmer, 2015, pp. 57) The goal

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[12] Retrieved from https://www.britannica.com/science/Gestalt-psychology (18.2.2020)

of language teaching shifted to communicative competence - "knowing how to use language for a range of different purposes and functions" (Richards, 2015, pp. 90). It also entails the ability to adapt the use of language to be appropriate to the situation and its participants, the ability to construct various types of texts as well as their understanding, and the ability to communicate despite certain limitations in language knowledge (Richards, 2015, pp. 90).

The linguistic approach supporting CLT was the functional theory of language. In the core of language is its function (what we can do or achieve with it), by some linguists called a speech act. There were seven basic functions of language defined and CLT aimed to provide learners with linguistic means so as to enable them to accomplish these functions (Richards, 2015, pp. 88-89).

The theory of learning upon which CLT stands was not a unified school of psychology as in the previous methods, but rather a series of principles which facilitate language learning. The most obvious one is the communication principle – learning occurs in activities including real communication. Another prominent one is the task principle – learning occurs in activities using language to perform a meaningful task. The third main principle is the meaningfulness principle – learning is encouraged by the use of language which is meaningful to the learner (Richards, 2015, pp. 90).

Two versions of CLT developed – a strong one and a weak one. The former is based upon the presupposition that "language is acquired by communication" (Richards, 2015, pp. 86), therefore, to learn a language, learners must use it. The latter is used more often in the classroom and aims to present learners with opportunities to use the language they have learned in order to communicate (Richards, 2015, pp. 86).

Learners are taught all four main skills from the beginning as the goal of Communicative Language Teaching is for them to be able to communicate in a vast range of manners and situations. Nevertheless, teaching grammar and vocabulary is not neglected. Grammar is taught inductively, learners are expected to recognise grammar rules from spoken and written texts presented to them. Grammatical structures are taught in connection with their prevalent function (e.g., *Would you like...* for offers and invitations, *should* for giving advice, etc.).

Prevalent techniques are information-gap, in which learners are provided different information to the same topic and via communicating are expected to acquire the whole picture, and role play, in which learners assume a character in a real-world situation and are expected to perform a scene.

2.2.5   Task-based Language Teaching (TBLT)

TBLT can be viewed as the development of CLT. It has similar propositions in terms of the theory of language underlying it. The main function of language is creating meaning (opposed to communication in CLT) and it is perceived as "a means for achieving real-world goals." (Richards, 2015, pp. 179) TBLT shares the three main principles of learning with CLT but also shifts the focus more to the learner and learner's internal factors. It promotes that "learning is not the mirror image of teaching but is determined by internal mental processes." (Richards, 2015, pp. 180)

An important factor of TBLT is hence learner's motivation which should be acquired by the meaningfulness of the task. Learners should be involved in the task which is meaningful, connected to the real world and they should solve it in communication with other learners. The role of grammar in TBLT is not an isolated part of the language but rather a natural part of communication. Grammar is dealt with after the completion of the task in consciousness-raising activities (leads learners to realize what structures they used and what purpose can these structures have) (Richards, 2015, pp. 186) or in analysing the language used (by the teacher together with learners) and making corrections or adjustments where needed (Harmer, 2015, pp. 61). Usually, the grammar structures used to solve the task can't be exactly predicted because the solution depends on the learner and the approach or procedure they choose.

2.2.6   Competency-based Language Teaching (CBLT)

Competency-based Language Teaching shifted the order of language planning. The traditional way was to determine what to teach, how to teach it and assess what was learned. CBLT put learning objectives in the first place and the means to achieve it and ways of assessment followed from this starting point.

The linguistic propositions underlying it are following: "language is a means of achieving personal and social needs" (Richards, 2015, pp. 154) – similar to communication in CLT, and real-world goals in TBLT, and language connects form and function – also seen in CLT. The assumptions concerning the theory of learning consider language learning as based on skills and dependent on practice (Richards, 2015, pp. 154-155).

At the core of learning are competencies, i.e. "the essential skills, knowledge, attitudes, and behaviors required for effective performance of a real-world task or activity." (Richards, 2015, pp. 156) Since CBLT is concerned primarily with the designing of syllabi, it does not offer a specific teaching methodology. In teaching grammar, the teacher is hence able to choose whichever method or technique they deem useful.

2.3   Stages in teaching grammar

Arguably, the most frequent sequence of activities in teaching grammar throughout different approaches is PPP – presentation, practice, production. In this way, students are presented the grammar rules of a structure either deductively or inductively, then they proceed to controlled practice, and finally to their own authentic production. This model can be used with students of all levels. It is sometimes criticised as teacher-centred (Harmer, 2015, pp. 66), however, it does not have to be the case. The teacher can be a guide who leads students through discovering the grammar themselves.

Another frequently used model is abbreviated to TTT – test, teach, test. It consists of an exercise in which the teacher finds out what the students already know about the structure, then fills in the gaps in their knowledge, and finally provides space for practicing the structure. This model is more suitable for more experienced students who can deduce from their experience with similar structures (e.g. when being introduced to past continuous they can work with their knowledge of present continuous and past simple) or who come across the same topic once more in their learning and work with their previous knowledge of the structure. As this procedure is similar to PPP with a different order of activities, it will not be implemented in the following description.

2.3.1 Motivation

Motivation is a crucial part of every language learning/teaching activity and teaching grammar is no exception. In order to be engaged in the activity to follow, students need to be interested in the topic with which they are going to work. Video is a great tool for motivating students as there is a vast selection of videos dealing with various topics and produced in different ways to suit the needs and interests of all students. To properly motivate students, the choice of a video is essential. The teacher needs to know their students in order to choose a video which will serve the purpose of teaching, correspond with the goals and topics of the lesson, but also get students involved.

2.3.2 Presentation

The presentation of a new grammatical structure can be done deductively or inductively. The deductive presentation usually consists of writing an example on the whiteboard and providing comprehensible rules for use along with more examples to contextualise the structure. There are a lot of educational videos for language learning on the Internet which provide exactly this. They are created by both professionals and enthusiasts, native and non-native speakers and differ greatly in the production, use of examples, and overall style and approach. It is to be noted that in some cases (possible only in classes which share a common mother tongue amongst students and with the teacher), for better understanding and more efficient use of lesson time, it might be useful to provide an explanation in students' mother tongue (Ur, 2012, pp. 80). It is always possible to find some educational video for language learning on the Internet (most certainly on YouTube) with an enthusiastic person to explain grammar in students' mother tongue. A possible benefit of these videos is that students might already be familiar with the "teacher" from social media and find the explanation thus more entertaining and engaging. Watching videos with a presentation made by native speakers has also some benefits. Students can be shown a video with the explanation of new grammar structure in the target language and then verify their understanding, for instance in snowball technique (students share their ideas in pairs which then join into groups of four, etc. until the whole class is involved) while being monitored by the teacher (Čapek, 2015, pp. 408). The majority of these videos have some kind of visual support, such as a whiteboard or graphics implemented in the video, which aids students' comprehension even if they do not understand every

single word. These types of activities combine the presentation of grammar structures with listening comprehension. Another possibility of using video in a deductive presentation is to take it as a source of examples. After the explicit explanation of a grammar structure which can be done by the teacher, by a student, by the whole glass or as group work, the teacher can play a part of an authentic video or educational video for language learning where this structure is apparent and serves thus as an example of real-life use of the structure.

Inductive presentation is most often based on a written text, but the teacher can work with recordings or videos as well. The text contains several uses of the target structure and students are expected to discover the use of the structure for themselves. A written text seems most suitable for that as students can work at their own pace and come back to the text as often as they need. Nevertheless, the use of a video is not to be neglected in this stage since it can change the pace of a lesson or bring an additional challenge for students who do not feel challenged enough. Moreover, with the use of a transcript, the use of video and a written text as solid support for the students can be combined. For example, LearnEnglish Teens offers educational videos for language learning explaining grammar somewhere in between the deductive and inductive approach. Students watch videos with subtitles in which the target structure is highlighted. The video is then followed by a written dialogue explaining the rules for using the structure (deductive) but the questions can serve as cues for students to try and find the rules themselves.

It is also possible to play students an authentic video to contextualise the target structure and to present a vivid situation and then work with the transcript. Students thus have an idea about the situation in question, they can notice body language and intonation, as well as the setting in the video but they can also work at their own speed and come back to the utterances however they need. In order to guide the students to discover the rules for themselves, it is necessary to ask about the meaning and context of the text and through these questions come to the meaning and form of the target structure (Scrivener, 2015, pp. 167).

2.3.3 Practice and production

Practising the grammatical structures themselves is crucial for the students. Teachers sometimes spend too much time on presentation with not enough time for the other two stages, however, being able to create and use the structure on one's own is more important for the students. Activities with restricted output focus mostly on the accuracy, providing limited options for use of language as well as limited communicational potential (Scrivener, 2015, pp. 169).

For some students, it is difficult to transform the acquired structure from passive to active knowledge (Ur, 2012, pp. 82). The practice stage serves the purpose of transferring the knowledge from passive (gained by the presentation) to active (manifested in production). In order to achieve this goal, there is a sequence of activities and exercises to be followed.

The first activity serves to raise students' awareness of the structure – its frequency of use, contexts, and situation in which it can be used, etc. Students are to look up the target structure in a text and focus on "its form and/or meaning." (Ur, 2012, pp. 82) This is also possible with a recording or a video. Students make a mark on a piece of paper whenever they hear the target structure. In second viewing, the teacher can stop the video after each occurrence of the target structure and discuss its use with the students.

Another activity which comes early in the practice stage is a controlled drill. "Drills provide intensive oral practice of selected sentences" (Scrivener, 2015, pp. 169) and usually include repetition after the teacher or a recording/video. The students can thus become accustomed to the structure by hearing it and pronouncing it themselves without addressing the meaning in the first place. Drills are sometimes disregarded as outdated, nevertheless, they can be useful in getting familiar with the structure (Scrivener, 2015, pp. 170) and especially its form. A video can serve as a great source of phrases and sentences to drill as the students may find it engaging or even entertaining to repeat a passage from an interesting situation or exchange between characters.

The next step is comprised of (mostly) written exercises. Exercises should be ordered from the easiest ones to ones more challenging. First exercises students encounter should provide maximal space for success. That means that the choice of language items is limited and there is a strict pattern which the students follow (gap-fill exercises, rewriting sentences with different subjects/objects, etc.). Further on, the choice of language items and structural patterns becomes less and less restricted (writing original sentences to a given pattern, sentence transformation, etc.) resulting in simply providing space for autonomous production. The teacher sets a task which provides students with an opportunity to use the target item in a (preferably) real-life-like situation and leads them to produce their own output. The teacher can differentiate the task to be achievable for all the learners by providing a model of the expected product as a scaffolding. It is up to the students if they choose to use the target item and to what extent. The lower-achieving students can rely on the model and base their production on it while the more confident ones can digress from the model in order to use more complicated structures or use the target item in other contexts.

It is also possible to use a video for practice in these activities. One possibility is to create a worksheet for the video which students fill in while watching. The teacher can pause the video in desired moments and give students time to write their answers or even elicit their answers orally. Another possibility is to connect this practice activity with listening comprehension and let students fill in the worksheet first and then watch the video to let them check their answers. Finally, there are some tools which let users insert questions/tasks into the video (en.islcollective.com or Fluentkey). They usually work on the same principle: the teacher finds suitable moments in the video for questions/tasks and inserts their wording and correct answers. When watching, the video stops in desired moments and presents the question for students to answer, revealing the solution afterwards.

The next step expects students to produce authentic output, possibly using the newly acquired language item. Video can be used in this step as well. It can serve as a model for students' own production. For example, a news programme segment can serve as a model for using the passive voice in delivering new information, so the students are expected to present a piece of news which contains several occurrences of this form based on the speech of a reporter in a video.

Another way of using a video for autonomous production employs the technique of silent viewing. For example, for practicing asking questions, a video of a dialogue of two people can be played without the sound and the students are thus expected to provide the dialogue happening on the screen. In this way, students can choose their own topics and the complexness of questions and answers according to their level of English or their confidence in the use of the target item.

A video can also serve as a prompt for further discussion or even composing longer texts (either in spoken or written form). The video can provide students with a situation to set the task in, a problem to solve or with an interesting thought to be expanded. Questions such as *What do you think will happen next?*, *What would you do in this situation?*, or *What do you think is the message of the video?* can be the starting point of such tasks.

2.3.4   Evaluation

The last step to be mentioned is the evaluation. In the classroom, evaluation usually takes the form of written tests or quizzes which are then assessed and marked, most often by the teacher. Evaluation, however, does not have to be connected only with marking students' work. It is a message informing the teacher "where [the students] are struggling and where [teacher's] instruction has been ineffective." The source of this information can thus be not only tests but also classwork, homework, projects, self- or peer-assessment, or exit slips (pieces of paper on which students answer one teacher's question at the end of a class). The form of evaluation does not have to be only a mark but also oral or written feedback from the teacher or the classmates, or some form of self-assessment. The type and form of evaluation chosen depend on its goal. Assessment of learning, or summative assessment, serves the teacher. It provides information on how well students understand and use the target item and what are the problematic areas. With this information, the teacher can either move on or prepare additional practice. Assessment for learning, or formative assessment, on the other hand, gives students' information on their progress and/or space for improvement. Therefore, it depends on the aim of evaluation, which type and form are the most suitable.

There are two ways in which a video can be used in the evaluation. The first way uses video in the same manner as in the practice and production stages. The teacher can employ the same or similar exercises as in these stages to see students' progress.

The other way uses self-made video as a source of data for evaluation. There are more possible procedures as well. A video recording of a student (or more students) speaking, completing a given task (answering questions, talking about a chosen topic, coming to an agreement with another student, etc.). This video is then watched and analysed by the teacher and student(s) together to find both the strengths and weaknesses of the production. This kind of video is beneficial for evaluation since it provides students with the opportunity to observe themselves and find also the mistakes which they make unconsciously. It is an opportunity for delayed correction provided not by the teacher but by the students themselves. They can become aware of their style of speaking and frequent mistakes in grammar, vocabulary, and pronunciation.

Another way of using self-made video in evaluation is to get students to film their own videos, preferably in pairs or groups. The task can differ according to the target grammar to be included, topics to be addressed or the level of students' English. For example: *Film a video of a police interrogation using past continuous.*, or to provide differentiation, students can choose from multiple assignments, e.g., *Film a video where you use past continuous. Choose from these situations: police investigating a crime and interrogating a suspect/friend describing a terrible date s/he went on*. The tasks should be stated unambiguously with clearly stated situational context and defined outcomes (e.g., *The video must be at least 2 minutes long. The past continuous tense must be used at least 3 times,* etc.). Students can thus choose a situation in which they are most comfortable or know a sufficient amount of vocabulary. This way of using a video is also beneficial for the students and their competencies. In addition to all the advantages mentioned above, this kind of video develops also soft skills like communicating, solving problems, time management, solving conflicts, etc., as well as technical skills connected to recording and editing a video.

The theoretical part of the thesis provides an outline of possible uses of video within teaching grammar in English classes at secondary schools. Current learners use videos to learn all kinds of skills and knowledge on their own and thus perceive the use

of video in the language classroom as natural and expected. Video also brings natural contemporary language to the classroom, presents different cultures and provides situational context for subsequent activities. Concerning listening comprehension, video offers both visual support for understanding and point of focus to prevent getting distracted. However, listening comprehension is not the only possibility, tasks accompanying watching a video can focus on the visual part as well as on the story itself, therefore videos for use in classroom do not always need to contain speech.

The role of video in different approaches to teaching grammar was evaluated, as well as different types of videos accessible to teachers and their role in teaching grammar. The theoretical part of the thesis also informs about different methods of viewing and possible activities accompanying individual stages in watching videos (pre-watching, while-watching, and post-watching) and the possibilities for use of video in individual stages of teaching grammar (motivation, presentation, practice, production, and evaluation). In the application part of the thesis, these findings are going to be presented in practice, i.e. what does preparing a grammar lesson with a video look like.

Practical part

3 Sources of videos

Nowadays, almost all of the coursebooks published are accompanied by a DVD as well as a CD. On the DVDs, there can be found audio recordings presented as a video or some complementary material for the lessons. Some publishing houses also make these materials available for download from their websites.

An offline source of authentic videos are DVDs with feature-length films or series. Besides the film or series themselves, they can also contain interviews with the actors or the film crew, behind the scenes views into the making or scenes that were not used in the final product. These are usually quite short so they can be used as video clips and they can draw students' attention as they are either funny or they tell something new about the film with which students may be familiar.

With access to the Internet, one is provided with an inexhaustible source of videos of all kinds and sorts. There are websites specialized in ELT providing videos for self-study or use in the classroom. Then there are great sources of authentic videos with educational potential, such as TED Talks or National Geographic. The broadest source of videos of different types is YouTube. There are channels specifically oriented on ELT videos, English or American culture, but there can be found also clips from films or series, music videos, advertisements, short films, documentaries and much more.

Since the offer of videos suitable for classroom use is vast these days, the videos chosen for the practical part of the thesis are going to be videos which are available online in the Czech Republic and are not an accompaniment of coursebooks. Further, the selection is going to be subjective, taking into account the possible appeal of videos for secondary students, the quality of videos and relevance of examples provided, as well as the user interface and visual part of the website. The focus is also on videos possible to use or specially made to teach grammar so videos with a different intention are going to be mentioned but not analysed more closely.

The table below shows some of the websites and YouTube channels available to the teacher in the Czech Republic with the most important information about the videos provided. *Video type* refers to the distinction between educational videos for language learning (E) and authentic videos (A). *Level spec.* informs whether the level of language (e.g., Beginner) is specified or not. *Transcript* and *exercises* state whether the transcripts of the video and accompanying exercises are available. *Suitable phase* states the most suitable stage in learning and teaching process for the video to be used, with correspondence: 1 – motivation, 2 – presentation, 3 – practice. This distinction refers to the most clear-cut use of the video. As was mentioned above, almost any video can be used for almost any purpose with some time and effort. *Areas of focus* state what is the aim of videos on the website or YouTube channel. Some of them have an extensive supply of videos with various forms of videos and topics covered. This table provides only a brief overview of the part of language and language learning and teaching covered in the videos provided by a particular website. The abbreviations used in the table stand for:

- GC – general comprehension,
- DC – detailed comprehension,
- G – grammar,
- V – vocabulary,
- P – pronunciation,
- S – speaking,
- LT – learning tips,
- TD – teacher development,
- EP – exam preparation.

Source	video type	level spec.	transcript	exercises	suitable phase	areas of focus
BBC Learning English	A + E	✔	✔	✔	2	GC, DC, G, V, P, TD
Bronislav Sobotka	E	✘	✘	✔	2	G, V, P, TD, LT, Realia
CGMeetUp	A	✘	✘	✘	1	—
en.islcollective.com	any	✔	✘	✔	3	any
English with Lucy	E	✘	✘	✘	2	G, V, S, P, LT
englishcentral.com	E from A	✔	✔	✔	1, 2, 3	G, V, P, GC, DC
engvid.com	E	✔	✘	✔	2	G, V, P, LT, EP, Realia
eslvideo.com	any	✔	✘	✔	3	any
Espresso English	E	✘	✘	✘	2	G, V, P, LT
fluentkey.com	any	✔	✘	✔	3	any
KIS KIS – keep it short	A	✘	✘	✘	1	—
LearnEnglish Teens	A + E	✔	✔	✔	1,2,3	GC, DC, G, V, S
National Geographic	A	✘	✘	✘	1	—
oomongzu.com	E	✔	✘	✘	2	G, V
Oxford Online English	E	✘	✘	✘	2	G, V, S, P, LT, EP
podEnglish.com	E	✔	✘	✔	2	G, V
TED-Ed	A	✘	✘	✔	1	GC, DC

The table is followed by a brief description of the websites and YouTube channels with an overview of types of video which are offered. The list is arranged according to the most suitable phase for which most of the videos (or the videos in the focus of this thesis) can be used.

3.1 Videos for motivation

There are many video clips from students' favourite series which can be found on YouTube. These authentic videos from series like *Mr. Bean*, *The Big Bang Theory*, or *Friends* are usually highly motivating for students as they know the characters and situations and are eager to learn more about the language which is used in these situations. Similarly engaging can also be talk shows. There are several YouTube channels which offer short clips from these shows. However, the language can be quite advanced with fast-paced speech, colloquial language, and other language devices such as irony, sarcasm, metaphor, or hyperbole. The task, therefore, needs to be in correspondence with students' abilities even though the language in the video may not.

CGMeetUp

Source	video type	level spec.	transcript	exercises	suitable phase	areas of focus
CGMeetUp	A	✖	✖	✖	1	—

The YouTube channel CGMeetUp offers a large number of animated short films in different lengths. The orientation is more complicated than on the previous channel as the videos are divided according to their creators rather than the topic or genre. The only possibility for the teacher is thus to go through the list of all videos and choose based on the title and the preview picture of the video. The videos are not directed primarily for use in the classroom nor explicitly intended for children, so they may contain imagery or topics not appropriate at secondary schools. It is hence vital to pay close attention to the video and preparation of accompanying activities.

KIS KIS – keep it short

Source	video type	level spec.	transcript	exercises	suitable phase	areas of focus
KIS KIS – keep it short	A	✖	✖	✖	1	—

This YouTube channel offers short films of various lengths and forms. One can find there live-action short films in various genres (e.g., Comedy, Drama, Mystery, Horror, etc.) as well as animated and stop-motion animated short films. In the section *Playlists,* the live-action short films are divided according to their genre or language (films in a language different than English have their own playlists) while animated short films are divided according to the type of animation used (*Animated Short Films, Stop-motion Animation Short Films,* and *CG Short Films*). It can thus be a bit challenging for the teacher to find a video (especially animated) to correspond with the lesson plan. Similarly to CGMeetUp, the channel is not directed primarily for use in the classroom nor explicitly intended for children, so the videos may contain imagery or topics not appropriate at secondary schools. It is hence essential to pay close attention to the video and preparation of accompanying activities.

National Geographic

Source	video type	level spec.	transcript	exercises	suitable phase	areas of focus
National Geographic	A	✖	✖	✖	1	—

National Geographic is another platform which uses both YouTube and their website to offer videos concerning nature, space, science, and other topics. There are both short clips in the length of minutes or documentaries and other longer videos from 15 to 40 minutes long. Similarly to Ted-Ed, the division of videos differs on the website and the YouTube channel. There are four categories on the website (*Animals*, *History*, *Science*, *Travel*) which offer videos, photos, and articles to read. The YouTube channel groups videos in more specific playlists (e.g., *Solar System 101*, *Brain Games*, *Yellowstone Live*, etc.)

TED-Ed

Source	video type	level spec.	transcript	exercises	suitable phase	areas of focus
ed.ted.com	A	✘	✘	✔	1	GC, DC

TED-Ed is a platform which creates educational animated videos and functions as a YouTube channel (TED-Ed) and a website ed.ted.com. The YouTube channel offers videos on various topics dealing with different questions and explaining diverse issues with length around five minutes. The website is directed at teachers and learners and offers support for further work with the videos. However, the focus is not language teachers, so the videos do not deal with language problems but mainly with general and detailed comprehension, and they pose questions to discuss the topics further. After registration, there is another tool accessible to the teachers – editing the lessons or creating their own. They can use the video and either edit comprehension questions provided in the lesson plan or create their own questions or tasks for the students to complete. Both the website and the YouTube channel divide videos according to some criteria. The website divides them according to subjects for which the videos may be the most useful. The YouTube channel groups videos with similar topics or forms (e.g., *Awesome Nature*, *Reading Between the Lines*, *The Way We Think*).

3.2 Videos for presentation

BBC Learning English

Source	video type	level spec.	transcript	exercises	suitable phase	areas of focus
BBC Learning English	A + E	✔	✔	✔	2	GC, DC, G, V, P, TD

There a lot of podcasts and videos on this website focused on different areas of learning and teaching English. In section *Grammar*, subsection *The Grammar Gameshow*, there are videos which explain grammar in the form of a TV game show with two contestants, both asking and answering questions. In section *Vocabulary*, subsection *English*

in a Minute, we can find very short videos explaining the use of individual vocabulary items in various meanings, or the use of frequently misused or confusing words. Another subsection *The English We Speak* contains videos explaining the use of idioms, phrases, or specific words. The section *Pronunciation* offers videos in subsection *Tim's Pronunciation Workshop*. The fore-mentioned Tim explains how to pronounce different sounds, sound groups, or even whole words in the English language. In section *News*, subsections *News Review, LingoHack,* and *Words in the News,* authentic videos can be found, accompanied by vocabulary lists and supplementary exercises. In the section *For Children*, there are animated videos telling stories, accompanied by a transcript and exercises. One very useful section of the website is devoted to teachers. They can find videos with teaching tips and possible activities to use, accompanied by a quiz to test the acquired knowledge.

There is a YouTube channel as well, with playlists directed at improving a specific feature of language (vocabulary, grammar, pronunciation, general comprehension) or intended for preparation for exams.

Bronislav Sobotka

Source	video type	level spec.	transcript	exercises	suitable phase	areas of focus
Bronislav Sobotka	E	✖	✖	✔	2	G, V, P, TD, LT, Realia

Bronislav Sobotka is a Czech teacher and YouTuber. He creates educational videos for teaching English, focusing on vocabulary, grammar, pronunciation, and skills as well as tips on how to learn English, exam preparation, realia, and more. The length of videos usually varies from 5 to 15 minutes. The videos are filmed in Czech with examples in English. After the explanation, he asks questions for the viewers to answer and provides immediate feedback. The target structure is stated in the title of the video, so the orientation is very straight forward. Besides educational videos, he also films entertaining videos with interviews.

English with Lucy

Source	video type	level spec.	transcript	exercises	suitable phase	areas of focus
English with Lucy	E	✖	✖	✖	2	G, V, S, P, LT

English with Lucy is a YouTube channel with Lucy filming educational videos about English grammar, vocabulary, pronunciation, and skills as well as differences between American and British English and learning tips. The length of videos is variable from 4 minutes to over 20. The structure of videos follows the scheme of presentation of the target structure with contextualisation using examples.

EnglishCentral

Source	video type	level spec.	transcript	exercises	suitable phase	areas of focus
englishcentral.com	E from A	✔	✔	✔	1, 2, 3	G, V, P, GC, DC

EnglishCentral is a website providing complex lessons primarily aimed at self-study. To watch the videos, registration is necessary with a possible subscription to enhance the possibilities. One lesson is supposed to consist of watching the video with interactive subtitles (after clicking on the word, a definition appears), then watching again and filling in missing words, pronouncing the sentences from the video, and, finally, having a live online lesson with a tutor.

The videos are divided into topics (for presenting vocabulary) and sections *Grammar*, *Pronunciation*, and *Useful expressions*. The videos are made from short authentic clips with a commentary. The button *Lesson plan* opens a new window with the transcript of the video and questions for checking comprehension and for follow-up discussion. The level of the video is marked by a symbol with a number in it or can be selected as a filter in searching for videos. The website makes notes on learning progress, so it records which videos were watched and vocabulary learnt.

engVid

Source	video type	level spec.	transcript	exercises	suitable phase	areas of focus
engvid.com	E	✔	✘	✔	2	G, V, P, LT, …

EngVid is another source which functions both on YouTube and on a website. On the website, the videos can be searched for or filtered according to the target skill, level, or the teacher. The YouTube channel offers playlists with videos focusing on one aspect of language (e.g., grammar or vocabulary) and the level of language with which it corresponds. There are also multiple YouTube channels with videos from only one teacher collaborating with engVid. The videos are usually quite long (around 20 minutes), so it might be complicated to watch them in the classroom. Nonetheless, they can be assigned as homework for the students, either to get acquainted with the structure before the lesson or as a revision after. The videos on the website are also accompanied by a quiz to be completed after watching.

Espresso English

Source	video type	level spec.	transcript	exercises	suitable phase	areas of focus
Espresso English	E	✘	✘	✘	2	G, V, P, LT

Espresso English is a YouTube channel offering educational videos for learning English. The videos focus on grammar, vocabulary, pronunciation, and tips on how to learn English. The videos are mostly quite short (around 5 minutes) and, therefore, ideal for the use in the classroom. Grammar rules are explained briefly and clearly and illustrated in different examples.

LearnEnglish Teens

Source	video type	level spec.	transcript	exercises	suitable phase	areas of focus
learnenglishteens.com	A + E	✔	✔	✔	1,2,3	GC, DC, G, V, S

LearnEnglish Teens offers a wide variety of videos. We find videos in section *Skills*, subsection *Speaking*, and section *Grammar*. For each area of grammar, there is a short animated video created in which the target structure is introduced in context. The target grammar is then explained in a written dialogue. Other videos are to be found in section *UK Now*, subsections *Video UK*, *Film UK*, and *Literature UK* (among reading texts, there are animated videos of five Shakespeare's plays), and also in section *Study Break*, subsections *Video zone*, and *YouTubers*. All videos are accompanied by transcripts, preparation tasks, and while-watching tasks available both in an interactive form and in pdf for printing. Apart from videos in sections *Grammar* and *Speaking*, the main focus of the videos is general and detailed comprehension along with pre-teaching and then fixating new vocabulary.

There is also a YouTube channel, but the offer is quite different. The main focus is general comprehension with videos in the playlist *Magazine* and tips for exam preparation and speaking in other playlists.

oomongzu

Source	video type	level spec.	transcript	exercises	suitable phase	areas of focus
oomongzu.com	E	✔	✘	✘	2	G, V

Oomongzu offers educational videos focused mostly on explaining grammar with several videos on vocabulary as well. In the videos, explanations are provided for when to use a particular grammatical structure and how to form it, and examples of use in context. On the website, under the videos, summary of the grammar rules and examples from the video can be found. Oomongzu can also be found as a YouTube

channel and a website. On the website, there is a transcript of the examples and a summary of the explanation under the video itself. Both the website and the YouTube channel present two versions of the videos – one with music in the background and the other with the music removed.

Oxford Online English

Source	video type	level spec.	transcript	exercises	suitable phase	areas of focus
Oxford Online English	E	✖	✖	✖	2	G, V, S, P, LT, EP

Oxford Online English is a YouTube channel offering videos with a focus on grammar, vocabulary, pronunciation, skills, exam preparation, and more. The videos are longer, mostly between 10 and 20 minutes. The structure of videos is similar to the previous two channels with a presentation and explanation of the target structure, followed by examples. There are usually two people speaking in the videos taking turns, which makes the videos more dynamic.

podEnglish

Source	video type	level spec.	transcript	exercises	suitable phase	areas of focus
podEnglish.com	E	✔	✖	✔	2	G, V

PodEnglish is a YouTube channel offering educational videos for language learning divided into playlists according to the level of learners/language used. The videos are titled by the situation in which is set the practice and presentation of the target structure. The grammar and vocabulary on which the video focuses can be found in the description of the particular video. Sometimes, the target language is marked by its function alone (e.g., talking about life). The length of the videos is between 4 and 9 minutes, and they consist of three parts – presenting situation, explaining target structure, and practising both vocabulary and grammar from the video.

3.3 Videos for practice

en.islcollective.com

Source	video type	level spec.	transcript	exercises	suitable phase	areas of focus
en.islcollective.com	any	✔	✘	✔	3	any

Besides many worksheets and PowerPoint presentations, this website also offers video quizzes. There are many videos made by other teachers which can be searched according to the target grammar, vocabulary, topic, and type, and level of students. After registration, these videos can also be edited to suit one's purposes. It is also possible to create new video lessons by finding a video on YouTube or Vimeo and creating a quiz to complement it. There is a section *Upload* on the bar on the top of the page, which lets users upload self-created worksheets or create a video lesson. After choosing *Create a video lesson*, a link titled *Need help with creating video lessons?* appears under it which leads to a YouTube channel devoted to tips on how to create and use video lessons, and how to choose and where to find videos to use.

The first step is to upload a video to the website by copying and pasting a URL. There are three options there: *Teach Vocabulary, Teach Grammar*, and *Make your own custom quiz*. The first two options find the instances of a specific grammar structure or vocabulary topic, but the user needs to create the questions him/herself. This tool, however, works only with videos which are accompanied by subtitles. After selecting the third option, the video editor opens with a short tutorial on how to put questions into the video. There are several possibilities on how the questions work, e.g., multiple-choice, sentence scramble, gap-fill, or matching task. It is also possible to cut out parts of the video not necessary. Above the video, there is a bar in which one can select and complete sections *Lesson plan*, *Discussion questions*, and *Vocabulary list*, either for the user or for other teachers who may want to use the video.

Once the video is created, it can be played in four different modes: without the quiz, interactive mode (video stops for each question and students need to answer either by clicking or typing the correct answer), Casino game (before answering each question students place a bet on how sure they are with their answer), and non-interactive mode

(video stops for each question, but the students do not answer interactively). Except for watching the video without the quiz, all other modes show the correct answer after each question. This can be a disadvantage if the video is to be used as a test or written form of revision. However, it can be combined with other interactive tools teachers frequently use in their classrooms, such as Kahoot! or Socrative. The teacher can thus prepare a quiz in the video and the same quiz with the options for answers also in Kahoot! or Socrative and then play the video for the whole class while students answer using their own devices. The website also allows assigning the video as homework. Students watch the video at home, answer the questions, and the teacher is sent their results as well as their answers to all the questions. For this tool, both the teacher and students need to be registered on the website.

ESLvideo

Source	video type	level spec.	transcript	exercises	suitable phase	areas of focus
eslvideo.com	any	✔	✘	✔	3	any

ESLvideo is a website which allows for the creation of video quizzes as well as offers ready-to-use video quizzes for use in the classroom and at home. The quizzes can be searched by level, grammar structure, and topic (called *Category*). There is a panel on the right which provides helpful tips on what does the website offer and how to use it. The button *User Guide* directs the user to a video describing different features of the website and their use.

The video quizzes can be played for the whole class by answering interactively on the website, played using students' own devices (shared by a QR code), or assigned as homework. Multiple videos can be grouped in a virtual class so that the students do not have to search the videos one by one. For this function, the teacher has to be registered on the website, but the students do not.

To create a quiz, the teacher needs to sign up. There is a *Create* button on the top right side of the page. There are instructions for every step of creating a video quiz. Unlike the previous two websites, there are only multiple-choice questions to be used in the quiz. All created quizzes are private unless made public by filling in a form in Step 3 of creating the video quiz.

FluentKey

Source	video type	level spec.	transcript	exercises	suitable phase	areas of focus
fluentkey.com	any	✔	✘	✔	3	any

FluentKey works in a similar way to en.islcollective.com. It offers video quizzes made by the website or other teachers as well as the option to create own quiz for a video already existing on the website or to add a new one. The difference between these two websites lies in the way the quiz is answered. Quizzes in FluentKey are interactive and use students' own devices. After selecting the video and the option *Play live,* students are directed to the FluentKey website (fluentkey.com/live), where they put in a code shown on the teacher's screen. When all the students are connected, the teacher starts the video. The video stops for each question with a screen stating what type of question follows (multiple-choice, re-ordering, etc.) and options for replay or answering. When the option to answer is selected, students have 30 seconds to answer on their devices, and after this time, results are shown.

Creating the quiz is divided into two steps – uploading the video and creating the quiz (en.islcollective.com does this in one step). The types of questions which can be used are similar to en.islcollective.com. If something is not clear, the question mark on the top right redirects to the *help* section of the website. In the section FAQ, there are explained many questions concerning the functioning of the website and creating and using video quizzes. Registration is necessary only for the teacher, and the students connect to the quiz via an automatically generated code. The website also allows assigning videos as homework (either only watching the video or answering the quiz as well). The homework is assigned to a class and becomes accessible to its members. To become a member of the class, students need to register on the website.

4   Adapting a lesson to the use of video

It is, indeed, possible to build a lesson around a video in its entirety. However, it is not always viable for the teacher to find time in their busy schedules to create an entire lesson revolving around a particular video so as to fulfil the objectives, correspond to the syllabus, and capture students' attention and interest. Therefore, the more feasible ways for the teacher is to take the lesson from the coursebook students use regularly and adapt it to suit their purposes. The following part will show in practice how to adjust materials and a lesson plan from a coursebook and incorporate video into the four stages of teaching grammar.

For the practical part, the coursebook Solutions Pre-Intermediate 2nd edition was chosen because this series (or its Czech version adapted to the needs of preparation for the school-leaving exam maturita) is widely used in the Czech Republic. The structure of the coursebook is also more convenient for the purposes of this thesis as the core of the lesson is concentrated on one page, unlike in other coursebook series popular in the Czech Republic. The grammar chosen is present perfect simple tense as it is usually quite problematic for Czech students due to the absence of perfect tenses in their mother tongue.

The lesson dealing with presenting the present perfect simple to the students for the first time is Unit 5, specifically its part – 5B. The objective of the lesson is stated via can-statement: "I can talk about recent events." (Solutions, 2012, pp. 45) For the situational context, the topic of shopping is used. The page starts with a reading text – an email about shopping in Manchester. An inductive presentation of the grammar form follows as students are asked to complete the gaps in sentences taken from the text with the correct forms of the main verbs. *Learn this!* box then provides a deductive explanation of the use of present perfect with prompt to find more examples of the use of present perfect in the text and to identify the type of use (recent events and giving news or use with for and since to express the time period). The next exercise is, again, a gap-fill, this time with novel sentences, and students are expected to provide the full form, not only the past participle. The next exercise aims at raising awareness of *gone* and *been* as the past participle of *to go* and *been* as the past participle of *to be*. This box is followed by another *Learn this!* box explaining the uses of How long… questions and the adverbs *for* and *since* with an accompanying exercise to practise it. The last exercise is aimed at speaking. Students are prompted to ask each

other How long… questions about phrases provided and answer them. There are also references to further practice in the *Grammar Builder* section of the coursebook.

5B GRAMMAR Present perfect
I can talk about recent events.

1 Read the email. Has Alice bought a present for:

a her mum?   b herself?   c Kayla?   d Joe?

Inbox

Hi Kayla

We've been in Manchester since 9.30 this morning. We've been to every shoe shop in the city and Mum has tried on a million pairs of shoes, but she hasn't bought any.

I've been here in this café for an hour. Mum has gone to the clothes shop opposite. She hasn't stopped shopping since we got here, but I've had enough!

I've bought a present for you – it's a surprise!

Lots of love

Alice

PS Has Joe asked for my email address?

2 Read the email again. Complete the examples in the table.

Present perfect
affirmative
We've ¹_____ in Manchester since 9.30 this morning. Mum ²_____ tried on a million pairs of shoes.
negative
She hasn't ³_____ any.
interrogative
⁴_____ Joe _____ for my email address?

3 Read the *Learn this!* box. Underline more examples of the present perfect in the email. Which use do they show?

> **LEARN THIS!**
> We use the **present perfect**
> 1 to talk about recent events and to give news.
>   *Have you heard? Sally's passed her driving test.*
> 2 with *for* or *since* to say how long a situation has existed.
>   *I've had this watch since Christmas.*

4 🎧 2.16 Complete the phone conversation. Use the present perfect form of the verbs in brackets. You can check the forms on page 113. Then listen and check.

Mum   Hi Alice. ¹_____ (you / leave) the café?
Alice   No, I'm still here.
Mum   I ²_____ (finish) in the shop now.
Alice   ³_____ (you / buy) anything?
Mum   I ⁴_____ (find) a few little things. I ⁵_____ (not spend) much money. Are you bored?
Alice   No, I'm fine. I ⁶_____ (send) a few emails.
Mum   Let's have lunch. I ⁷_____ (not eat) since six o'clock this morning.
Alice   I ⁸_____ (have) lunch. Sorry, I couldn't wait!

>>> GRAMMAR BUILDER 5B (EXS 1–2): PAGE 112 <<<

5 In Alice's email, find examples of (a) *been to*, (b) *gone to* and (c) *been* as the past participle of *be*.

LOOK OUT!   *gone* and *been*

The verb *go* has two past participles: *gone* and *been*. We use *gone* when somebody has gone away and not returned.

David isn't here. He's gone to the shops.

We use *been* when somebody has gone and returned.

The fridge is full of food. Mum has been to the shops.

Note: *been* is also the past participle of *be*.

6 Read the *Learn this!* box. Complete the sentences with *for* or *since*. Write similar sentences about yourself.

1 I haven't seen my best friend _____ six months.
2 I've been at this school _____ 2011.
3 I've been in this room _____ half an hour.
4 I haven't eaten _____ 7.30 this morning.
5 I've known my best friend _____ 2008.
6 I've lived in this town _____ ten years.

> **LEARN THIS!**
> 1 We use *How long … ?* to ask about the length of time of a current situation.
>   *How long have you been here?*
> 2 We use *for* when the answer is a period of time.
>   *I've been here for 45 minutes.*
> 3 We use *since* when the answer is a point in time.
>   *I've been here since 2.30.*

>>> GRAMMAR BUILDER 5B (EXS 3–5): PAGE 112 <<<

7 SPEAKING Work in pairs. Ask and answer questions with *How long … ?* and *for* or *since*. Use the phrases below.

have a mobile phone?   have those shoes?
be at this school?   know me?

> How long have you had a mobile phone?

> Since 2009. / For three years.

Figure 2: Solutions Unit 5B page 45

The coursebook is also accompanied by methodological support for the teacher in the form of Teacher's Book. It contains some tips on how to use the coursebook, how to set up the exercises, and what to pay attention to. The Teacher's Book also provides tips on a lead-in (the motivation stage) and extra support for weaker, stronger, or faster students. The lead-in brings the students to the topic shopping in a pair discussion. Students are to imagine that in their pairs they need to buy presents for their friend, and an elderly relative with €50.

4.1 Adapting motivation stage

To motivate students to speak about shopping and get them involved in the lesson, we need to find a video to play in the motivational stage of the lesson. We can try to search for a suitable video on the YouTube channels mentioned above. One could expect that there will be some videos showing shopping or maybe discussing it. However, with a topic like this, we have certainly come across a film or series portraying shopping since it is an essential part of our life, most fictional characters do it as well. Some sources come to mind almost instantly, such as the film *Confession of a shopaholic* or some news report from the Black Friday shopping spree in the USA. Another possibility to use is an episode of Mr. Bean in which he goes shopping but does it quite unconventionally. This atypical behaviour in the shop can spark a discussion about shopping habits among students.

The adaptation of the motivation stage would thus lie in enhancing the lead-in by showing students a video of Mr. Bean shopping[13] in a shopping centre and trying all the things before buying them, including a shower towel, toothbrush, or peeler. The video of the best quality for this activity can be found on the official YouTube channel of the series Mr. Bean. If we search for it, we find the whole episode in which this scene occurs in the length of over 20 minutes. We must hence pay attention to when the scene starts and finishes and note down the times so that we show the students only a relevant section of the video. In this case, it would be the part from 3:15 to 6:09 when the main part of the shopping happens.

As a pre-watching activity, students discuss their shopping habits with question prompts such as *Do you like shopping? Do you prefer shopping online or in a shop? What's the last thing you bought?* or *What do you usually take with you when you go shopping?*

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[13] *The Return of Mr Bean | Episode 2 | Mr. Bean Official* accessed on 9.4.2020 from https://www.youtube.com/watch?v=YtfQLyy43Xg&t=384s

Do you try things before you buy them? The students then watch the video, and after it, they discuss what Mr. Bean did and what he eventually bought or what he brought to the shop and how he tried the things he wanted to buy. Another possible pre-watching activity is to give students a list of items which one can bring to the shop, including the things Mr. Bean brought and ask them to identify the objects people usually take with them when going shopping. The after-watching activity then consists of an evaluation of the list students make and discussing the things Mr. Bean took with him. The lesson then continues with the coursebook and the exercises it provides.

4.2 Adapting presentation stage

To adapt the stage of presenting new grammar, we follow the coursebook with the lead-in and the first exercise comprising of reading an email and looking up the past participles to complete the sentences from the text. We draw students' attention to the form of present perfect and emphasise that it has two parts – auxiliary verb *have* and past participle of the main verb. Then we show a video explaining the use of present perfect. There are several videos concerning the present perfect in the sources mentioned above. For example, *engVid* offers multiple videos, mostly comparing present perfect with past simple or past perfect, and *Oxford Online English* offers video focused solely on present perfect, but in the length of 14 minutes and therefore not ideal for the use in the classroom. However, it could be used as homework for revision after class, or only parts of it could be used in the classroom. In our adaptation, we use a video from the website *oomongzu*[14]. The video focuses on explaining the difference in use of present perfect and past simple, so once again, only a portion of the video is relevant to us. It is the part between 0:25 and 3:50. The video is quite complex and covers all grammar rules mentioned in the coursebook (use for recent events, unfinished states with for and since, the difference between been and gone) and also adds one more possible use – past events in the sense of past experiences. We have to bear this in mind and prepare accordingly. Since it is a video explaining possibly new grammar in the target language, at least two viewings are necessary. In the fist watching, we can ask only a simple question, e.g., *What are the three uses of present perfect?* For the second watching, we can prepare some more detailed questions or even a worksheet with tasks to complete either during or after watching (e.g., *Write down one*

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[14] *Present Perfect Tense vs. Past Simple: Tom's Story (English / ESL Video)* accessed on 9.4.2020 from http://oomongzu.com/pre-intermediate/present-perfect/

example sentence of past events/unfinished state/recent event they say in the video.) On the worksheet, we can also use incomplete sentences from the video for the students to fill in the gaps or match whole sentences to the use they represent. After watching, it is crucial to make sure that all the students understand when and how to use present perfect. The evaluation could be done by using the snowball technique. In essence, students in pairs think of one example they think represents the use of present perfect mentioned in the video, discuss it with another pair, correct the sentence if needed, and finally discuss it in groups of eight. For this activity, they can also use their coursebook (either on page 45 in the core of lesson, on page 112 in the Grammar Builder, or page 113 in the Grammar Reference) for support or as a model. A less challenging after-watching activity for checking comprehension is to look up examples of present perfect in the text in their coursebook and decide which use of present perfect they represent. The lesson then continues with the coursebook as is.

4.3   Adapting practice stage

When we use video to practice the newly acquired grammar, we start the lesson according to the coursebook that is with the lead-in and presentation stage, as suggested in the Teacher's Book. Instead of the gap-fill exercises which follow, we can use a video. On the websites mentioned above as a great source for videos to use in the practice stage, there are not many videos for practising only present perfect simple. The majority connects the present perfect simple with other tenses or with listening comprehension, which is not ideal for the first encounter. There is, however, one video focused solely on the present perfect, specifically on the third person singular, and also at least vaguely connected with the topic of shopping.[15] It shows an older woman fighting with a young boy over cookies she has bought earlier only to realize too late they were actually his. The video can be found on the en.islcollective.com website. There are 15 questions in the video. The first and the last question ask about expectations and opinions about the video (the first question can be discussed in more detail and thus serve as a pre-watching activity). The other 13 are multiple-choice questions asking what has just happened in the video and providing four options of verb forms to fill in the gap. Another possible pre-watching activity is for the students to discuss their favourite snacks, or provide a list of healthy and unhealthy snacks.

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[15] *Snack Attack Video* accessed on 9.4.2020 from https://en.islcollective.com/video-lessons/snack-attack-1

As the previous chapter mentioned, there are no possibilities to show only the questions for the students to answer themselves and check after the video, so the teacher needs to be creative in the implementation of the video in the classroom. One possibility is to create a worksheet with the questions so that every student can answer by him/herself before the correct answer is revealed. The worksheet can be created by copying the questions and answer options on the website under the video. Another possibility is to let students vote on the correct answer, which ensures that every student can think about the answer individually. One more option is to use students' own devices and create groups in which they vote on the correct answer. They can watch in the standard mode or casino mode so that it can be made into a competition – the winner is the group with the most points or money. The teacher, however, must ensure that in this competition, the slower or quieter students are not overruled by the faster and louder ones. It can be helped by setting strict rules in the beginning (e.g., each member of the group must vote; if there are different opinions, students must discuss them and reach a conclusion; to win, only the number of points/money is important, not the time). Besides checking the correct answers, the after-watching activity can lie in summarizing the plot of the video (eventually in writing) or expressing what the students would do if they found themselves in a similar situation.

For this lesson, the video showing Mr. Bean shopping can serve as well. As preparation for watching, the same activities as in the motivation stage can be used (taken, we use the video only once in the lesson). This time, while watching, after each or some of Mr. Bean's actions, the teacher stops the video and asks *What has Mr. Bean done?* and the students answer with whole sentences either orally, in writing, or using their own device via an app (e.g., Socrative). It is also possible to prepare a worksheet with the verbs students should use and some table for them to write their answers in or even prepare sentence torsos in which they fill in the gaps. To ensure students know meanings of the verbs they are supposed to use, it can be done in multiple viewing – the first one to put the verbs in order in which the actions happen in the video and in the second watching to write down what has happened. Third watching to check their answers is not always necessary and, given that it is highly probable that the students have already been familiar with the video before the lesson, it could also be counterproductive and lead to getting distracted.

Another possibility for the use of this particular video is to connect it with the presentation of adverbs connected with the present perfect tense: already, just, and yet. The teacher explains the use of these adverbs before watching, demonstrate their use on examples, possibly introduces students to their Czech equivalents. After the first watching, students make a list of all the odd things Mr. Bean did in the shop. During the second watching, the teacher stops the video and asks students questions about the activities Mr. Bean has done (e.g., *Has he already brushed his teeth? Has he already tried on the towel?*). Students answer using the adverbs mentioned above (e.g., *He hasn't brushed his teeth yet. He has just peeled the potato.*) in a similar way as in the previous activity.

For the after-watching activity, students can discuss appropriate and inappropriate behaviour in a shop or in public in general. They can also think of signs to put in the shop to prevent this kind of behaviour from happening. For writing practice, they can write a complaint to the shop manager in which they state what Mr. Bean as the customer did and how it affected them while they were shopping.

Evaluation is not included in this chapter for the following reasons. The chapter is focused on activities which can be done in a single class. As was previously mentioned, evaluation usually occurs at a later stage in learning if not as a conclusion of addressing the target structure. Similar activities, as were suggested for the practice stage, can also be used for evaluation. The teacher should bear in mind that the same activities which were used for practice should also be used for evaluation and not change the type or structure of questions and tasks. For evaluation thus could be used the same video as for practice or a different video with similar content and the same type of exercises. Students can also be assigned to watch a video as homework via ESLvideo, en.islcollective.com, or Fluentkey so that the students complete the accompanying exercises at home. Alternatively, they can watch the video at home (first watching) and then do the exercises at the beginning of the following class.

Variants of the worksheets mentioned in this chapter are to be found in the Appendix.

5   Useful tools offered by YouTube

To find the video in the best quality available, it is useful to notice to which YouTube channel the video is uploaded. The official channels usually have a clear name of the series, TV network, or the interpret in the name sometimes with the word *official*. At the same time, videos uploaded by someone else or fan-made collages are usually found in channels with personal names or nicknames and numbers in them.

5.1   Showing video with specific starting time

To avoid searching for the right time to start the video and trying to stop it at the desired time, it is possible to share the link to the video with the specific start and end time. The YouTube *Share* button offers the possibility to share the link to the video with a specific starting time. The procedure to get this link is as follows: click *Share*; choose option *Start at* and write the time the video is supposed to start (in this case, 3:15) copy the link which appears.
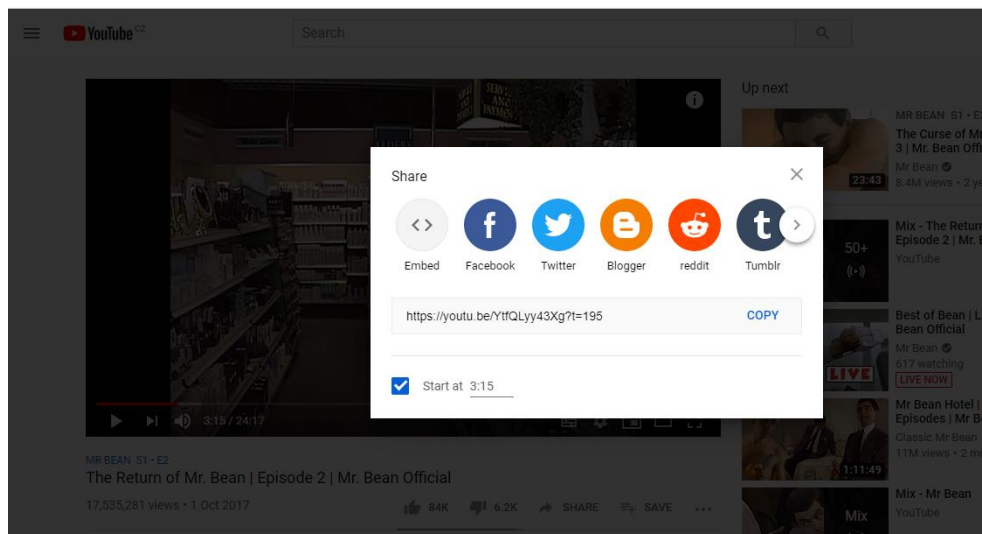

Figure 3: How to share with a specific start time

The possibility to share the video with a specific start and end time is not so direct. This option serves only for embedding the video to a website, a blog, or a social network account. If the teacher does not have a blog or a website but has an account on Facebook, here is a guide on how to get the link to the video with both starting and ending time: click *Share* button; click *Embed* button; select *Start at* under the embed code and put in the desired starting time (in this case 3:15); in the code above find the part which says *?start=195* (this is the starting time in seconds); right after the number, write *&end=369* (end time in seconds); copy the part of the code between

the quotation marks (in the particular case from the adaptation of motivation stage the link is https://www.youtube.com/embed/YtfQLyy43Xg?start=195&end=369); post the link as a status to Facebook; change the privacy setting of the status to *Only me*; click the link in the status; copy the URL in the browser. It is not the fastest or most elegant way to get a link, but it is the most effective because it saves time and possible confusion or embarrassment in the classroom.
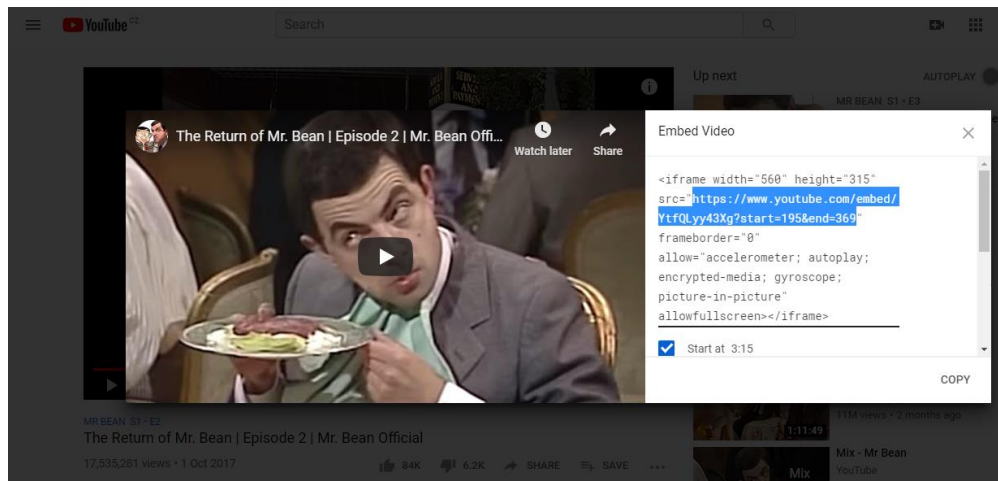

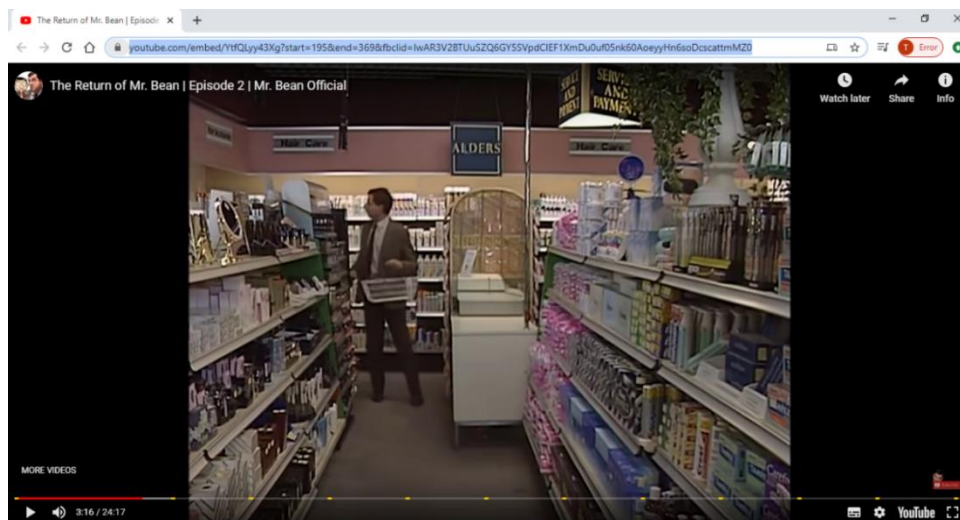*Figure 4: How to share video with a specific start and end time*

Figure 5: URL link with specific starting and ending time

5.2 Getting transcript

To support students while watching a video, it is useful to provide them with a transcript of what is said. Creating it by transcribing the video is highly time-consuming and, therefore, ineffective. However, YouTube offers a tool to ease this preparation as well as preparation of exercises like gap-fill listening comprehension. Under the video next to the *Save* button, there is the symbol of three dots. After clicking

it, a menu appears with the option *Open transcript*. Selecting this option opens the transcript with the timing of the subtitles next to the video which can then be copied and edited for use in the classroom. However, this option is only possible with videos accompanied by subtitles, which is not the case of the videos suggested in the previous chapter. When using this tool, it is also essential to pay attention to the subtitles. Sometimes, they are created automatically and thus have many mistakes. To learn what kind of subtitles is used in the video, click on the *Settings* icon, and look at the information in *Subtitles/CC*. Auto-generated subtitles are often unreliable, as shown in *Figure 7,* which is something to bear in mind.

Figure 6: Opening transcript to the video

Figure 7: Information about subtitles

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6 Discussion of the possible use of video in different stages

In the previous chapters, it was demonstrated that video can be used in all stages of teaching grammar. Nonetheless, it must be chosen carefully and with clear intent. There are numerous sources and countless videos on the Internet, but only some of them reflect the lesson objectives and topics, are aesthetically pleasing and engaging for the students, and bring some value to the lesson. In the previous chapter, we outlined the process of finding, preparing, and using a video in the process of teaching grammar and offered various possibilities to adapt one lesson to different uses of videos.

Using video to motivate students is arguably the most effective . Since people gain most of the information via sight and hearing (80% and 12% respectively) (Kalhoust, Obst a kol., 2002, pp. 338), video gains the most attention and engages both of these channels. Once the teacher chooses an engaging video and estimates the appropriate length to keep students focused, there are not many things which can malfunction apart from the technological equipment. Since contemporary learners prefer watching videos to reading both in learning and entertainment, this way of getting them interested is closer to them than any listening or reading exercise. The crucial element is thus the choice of video and its length.

In this adaptation of the coursebook lesson, this video takes a longer time than the suggested lead-in with a short discussion. With the length of the video being almost 3 minutes, pre-watching discussion, and after-watching discussion, the activity can last up to 8 or 10 minutes. However, since Mr. Bean's way of shopping is highly untraditional, the students may be entertained and engaged more than in a plain discussion.

Video as a source of presentation of new grammatical structures poses more problems. Students need to be engaged and focused to be able to gain new knowledge from the video. The choice of video is also crucial. With an educational video for language learning, the teacher must pay attention to its length, the explanation so that it is not too detailed or confusing, the relevance of examples provided, and the overall appeal of the video for the students. With an authentic video, the use of the target structure must be clear and ideally prototypical so as not to introduce exceptions and peripheral use of the structure during the first encounter.

In this case, the video is rather detailed and contains more information than the coursebook. Moreover, all the grammar rules are presented at once, while the coursebook doses new information gradually. The teacher needs to know their students well to be able to estimate if they are ready to grasp the new concept as a whole in continuous watching. With some groups, it is possible, so the activity presented above works well. Some classes, nonetheless, progress slower and need more time to process new structures. This is something the teacher should realise before the lesson and prepare the activity accordingly. The video can be shown in portions rather than as a whole. After each section, the teacher can check students' comprehension, provide an explanation if necessary (possibly in the mother tongue), or present more examples. The clarification does not need to be contributed only by the teacher. The teacher can invite some of the stronger students to explain it to the class or the weaker students in groups as peer-learning.

If the teacher considers the video to be too detailed for the students, he or she can skip the first part which explains the use of present perfect for past experiences since this type of use is not included in the lesson in the coursebook. The video hence becomes significantly shorter and possibly easier to process by the students.

To conclude, when using the video for presenting new grammar, the teacher must know the students and their abilities very well. He or she must pay extra attention to the choice of video and to the way the video is viewed and must devote more time to checking comprehension of both the concept and the language used.

The two possibilities suggested for the practice stage differ greatly. The first video represents controlled practice with little room for error. All of the sentences used in questions are in the third person singular, so the students need to use only one form of the auxiliary verb *have* and pay attention to the past participle form of the main verb.

The second variant is closer to autonomous production. When asking only the question *What has he done?*, the teacher provides very little scaffolding, so this type of activity is suitable mostly for experienced students with quick understanding or for students already familiar with present perfect. The other variation provides more scaffolding because the question contains the structure expected to be used by the students (*Has he peeled the potato yet? – He has just peeled the potato./He hasn't peeled the potato yet.*).

However, students must pay attention to the difference in the forms of a question and an affirmative sentence, and also to the position of adverbs yet, just, and already, which the teacher should emphasise before the activity itself.

On the whole, the use of video for practice of grammatical structures is useful and provides students with a situation in which to use the structure. In typical written gap-fill exercises, students only change the verb to the correct form. With the use of video, this sentence completion or sentence formation is also associated with the action the sentence describes or comments on, which is more similar to the way we use language in the real world. The students hence connect the verb form with the situation. However, the same point as with video for presentation applies here. The teacher must know the students and estimate their abilities correctly so that video activity is not too challenging and does not lead to a sense of failure.

Conclusion

The thesis aimed at researching the possibilities of using video to teach English grammar at secondary schools in the Czech Republic. It provided an insight into the minds, behaviour, and expectations of contemporary students. It contributed an overview of the benefits and drawbacks of using videos in the classroom, as well as the typology of videos from the point of view of language teaching. It mapped out the methodological principles of working with video and its implementation into the lesson.

The thesis also concentrated on grammar, what it is from the perspective of both linguists and language teachers, the development of language teaching approaches, and the position of grammar within them. The principles and individual stages of teaching grammar were defined. The work commented on the role of video in these stages.

In the practical part, a list of video resources was assembled. The resources were commented on in terms of their focus, aims, and the applicability of videos in the classroom. It also contained a practical demonstration of how to implement video into a lesson using students' coursebook. There were presented several videos with sets of activities for use in the motivation, presentation, and practice stage of teaching grammar. The adaptations of the lesson plan were discussed in terms of the possible effect on the students and issues possible to arise. These issues were examined, and recommendations were made on how to prevent them from happening and what to pay attention to while preparing a lesson. For the activities suggested in the chapter, worksheets were prepared and attached in the Appendix.

The author of this thesis expected to teach the prepared lessons at a secondary school and provide a discussion based on the experience from those lessons. However, the outbreak of Covid-19 and closing down all schools in the Czech Republic in March 2020 made it impossible. The discussion of the lesson plans adjustments in the practical part is thus deduced solely from the findings of the theoretical part and from personal experience of teaching at Gymnázium Aš where the author taught from 2017 to 2018.

Appendix

1) Suggested worksheet for motivation stage

Mr Bean goes shopping

What items do you (or people you know) usually take with you when going shopping?

□ a backpack   □ cash/money   □ a credit card   □ fish   □ a phone

□ a potato   □ a shopping bag   □ a swimsuit   □ a toothpaste   □ a wallet

Now watch the video. What items did Mr Bean take with him to the shop?

□ a backpack   □ cash/money   □ a credit card   □ fish   □ a phone

□ a potato   □ a shopping bag   □ a swimsuit   □ a toothpaste   □ a wallet

2) Suggested worksheet for presentation stage – variation 1

Present perfect tense

1. What are the three uses of present perfect they show in the video?

1: _____   2: _____   3: _____

2. What examples do they give of use number 1?

3. What examples do they give of use number 2?

4. What examples do they give of use number 3?

5. From the examples above, find what the formula for present prefect is.

_____ + _____

3) Suggested worksheet for presentation stage – variation 2

Present perfect tense

1. What are the three uses of present perfect they show in the video?

1: _____   2: _____   3: _____

2.Fill in the example sentences from the video with the correct form of present perfect.

1: I _____ _____ to Australia.

   _____ you ever _____ to America? – No, I _____ never _____ to America.

2: Mum, _____ you _____ cooking dinner?

   Yes, boys, I _____ _____ your favourite!

3: We _____ _____ each other for two weeks now.

Mr Bean goes shopping

Put the activities below into the correct order in which Bean does them. Number one has been done for you.

__ brush his teeth

__ come up an escalator

__ look at kitchen utensils

__ peel a potato

__ pick up a towel

__ put a fish in a pan

__ take a fish out of his jacket

__ try on a towel

 1 unpack a toothbrush

__ watch himself in a mirror

Watch the video. What has Mr Bean done?

He has unpacked a toothbrush.

He has _____.

He _____.

He _____.

He _____.

He _____.

He _____.

He _____.

He _____.

He _____.

He _____.

Mr Bean goes shopping

Put the activities below into the correct order in which Bean does them. Number one has been done for you.

__ brush his teeth

__ come up an escalator

__ look at kitchen utensils

__ peel a potato

__ pick up a towel

__ put a fish in a pan

__ take a fish out of his jacket

__ try on a towel

_1_ unpack a toothbrush

__ watch himself in a mirror

Now listen to your teacher and answer his questions according to what happened in the video. Use *already*, *just*, or *yet* as in the example below.

Teacher's question: *Has Mr Bean unpacked the toothbrush yet?*

Your possible answers:

He has <u>already</u> unpacked the toothbrush. (It happened some time ago.)

He has <u>just</u> unpacked the toothbrush. (It happened very recently, a few seconds ago.)

He hasn't unpacked the toothbrush <u>yet</u>. (It didn't happen, the toothbrush is still in the packaging.)

Pay attention to the position of *already, just*, and *yet* in the sentence. *Already* and *just* come before the main verb, *yet* comes at the end of the sentence. We use *yet* only in questions and negatives.

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