DIPLOMOVÁ PRÁCE

Bc. Eva Schmidová

Obor: Učitelství anglického jazyka pro 2. stupeň ZŠ a učitelství společenských věd a občanské výchovy pro SŠ a 2. stupeň ZŠ

The Use of YouTube Videos at Czech Lower Secondary Schools

Prohlášení

Prohlašuji, že jsem tuto diplomovou práci vypracovala samostatně pod vedením Mgr. Jany Kořínkové, Ph.D. s použitím odborné literatury a dalších informačních zdrojů, které jsou quotovány v práci a uvedeny v seznamu literatury na jejím konci.

V Olomouci dne ....

vlastnoruční podpis

Poděkování

Ráda bych poděkovala vedoucí této práce, Mgr. Janě Kořínkové, Ph.D. za její odborné vedení práce, cenné rady a trpělivost, kterou se mnou měla. Též bych ráda poděkovala žákům, kteří ochotně vyplnili dotazníky. A v neposlední řadě velký dík patří mým rodičům, kteří mě po celou dobu mého studia podporovali.

TABLE OF CONTENTS

ABSTRACT

This diploma thesis focuses on the use of YouTube videos at Czech lower secondary schools. It is divided into two parts – the theoretical and the practical one. Serving as a base for the practical part, the theoretical part describes the current generation of learners, a video as a teaching aid, and introduces YouTube which can be used when teaching English. The second part of the thesis is practical and includes research questions and the analysis of two questionnaires which were distributed among students of Náklo Elementary School. Additionally, three lesson plans with reflections are provided. At the end of the thesis, the results of the survey are summarized.

INTRODUCTION

One of the key aspects of a good teacher is being aware of the fact that English lessons should be interesting, fun and motivating for the learners in order to raise their interest in further language learning. In order to do so, there are different ways, methods, approaches and technologies that can be used and variously combined when teaching languages. One of the ways to attract learners' attention is via something that is close to them. The factors of fun and the relevance of learners' interest for today's generation of teenagers are embodied in YouTube.

YouTube is not only a place of entertainment, but it has also become a place where individuals can learn and improve their knowledge in a variety of areas they are interested in. Almost everyone will find something he or she likes on this platform. Whether it is a person who loves make-up and wants to learn about the latest make-up trends, or someone passionate about global warming who is trying to look for new information how to help the planet. It does not matter what the area of interest the person chooses is; the important fact is that YouTube is a tool which teachers can use in their lessons in order to enhance the learning process. This thesis, therefore, deals with the issue of integrating YouTube videos into English lessons at lower secondary schools in the Czech Republic.

One of the main reasons why I have chosen this topic is connected to my teaching practice. During one of the lessons, we came across the topic of YouTube and YouTubers and I was surprised how enthusiastic the students were about it. They were willing to talk about it with exquotement and answer various questions, which is not always an easy task to manage when dealing with teenagers since they consider a lot of the topics boring or not useful. This experience brought the idea that it would be interesting to think of ways how to connect English lessons with something children are passionate about and are interested in so they would feel motivated. And YouTube meets this criterion.

Another reason which influenced the choice of this topic was the fact that I myself, as a YouTube user, spend a lot of time watching videos. Therefore, I found it convenient to combine something I enjoy doing with something that might be useful for others as well. Searching for English worksheets, I noticed only few of them used a video. As opposed to audio recordings often used for practising listening skills, videos have the advantage of involving more human senses than just one. To be more specific, when we listen to a recording, we use primarily just our hearing. However, watching a video offers visualisation

of the spoken word and thus involves active use of our sight. As a result, our perception of the stimulus is more intense and memorable.

Finally, the inspiration for the topic was again my personal experience with watching audio-visual materials in its original sound. I am referring mainly to movies and TV series that have helped me to improve my English by being exposed to the authentiquoty of the English language. However, movies and TV series are often too long to be used in lessons. On the contrary, YouTube videos with their various lengths are more flexible, which means they are more suitable for English lessons.

Despite this fact and the other ones mentioned above, I think YouTube videos are not being used to the point when the potential of YouTube would be fully exploited. Even though using video in lessons is not a novelty, there are currently not as many good didactic materials working with YouTube videos as one would expect considering the widespread nature of this phenomenon. Therefore, the aim of the theoretical part is to describe various aspects concerning the use of a video as an English teacher's tool, especially YouTube videos, in relation to students attending the lower secondary stage of Czech schools. The practical part of the thesis then aims to develop didactic materials. The materials will focus on YouTube videos and different video tasks, and they will be integrated when teaching learners from a Czech lower secondary school. Their use will be tested on a selected sample of students.

As mentioned above, the thesis will examine several aspects concerning the use of YouTube videos in English teaching. The paper will also try to find answers to the following research questions:

- Is the current generation of students used to a format of YouTube videos?
- Can the use of YouTube videos in lessons help to motivate learners?
- Is a video used with a didactic support, or is it just a way to fill in the lesson?
- What are some of the advantages and disadvantages when using YouTube videos?

In order to answer these questions, an evaluation and examination of the already existing materials related to the issue will be carried out. To verify their correctness, questionnaires before and after using the created didactic materials will be distributed among learners in 3 English lessons, and their results will be analysed.

Theoretical part

1. LEARNERS

This thesis deals with the application of YouTube videos at Czech lower secondary schools. When using a video in lessons, the teacher must consider several aspects and variables that affect the course of the lessons. The most important are the students who are participants in the educational process and to whom the lessons should be adapted. Therefore, this chapter is devoted to learners.

According to the periodisation of human age, students attending this stage of education are referred to as pubescents. *The International Standard Classification of Education* (ISCED) classifies this stage as Lower Secondary Education (ISCED 2) which includes Czech grades from 6 to 9. And like every human developmental stage, this stage has also its own specifics which every teacher should be aware of and teach with the accordance to them.

Salyers and McKee (2020) mention that it is during puberty when the individuals experience a greater developmental growth than they do at any other stages. The only exception to this is the period of infancy. Moreover, they also create a ranking of values, and they make decisions about things that are going to affect their entire life. All these factors put an additional responsibility on teachers.

The idea of taking the role of a teacher and its importance in the period of puberty into account can be found in a report written by Harper (2018, p. 5). She states that *"as students progress through this biological preparation for adulthood, education leaders play an essential role in ensuring that learning opportunities support the development of adolescents' increasing cognitive capabilities and providing additional resources and services necessary to support learning and development of this age group"*.

Langmeier and Krejčiřová (2006, p. 148) add to this that a teacher needs to pay attention to a learner to be integrated into the society on one hand. On the other hand, it is necessary the teacher gives her or his students enough space so they can develop all their capabilities and talents. It is therefore, more than in any other developmental stage, obvious that a pubescent learner is influenced not only by biological and psychological factors, but external influence starts to play a big role as well at this age. These external factors help to determine and form the student into a future adult member of our society.

1.1. Pubescents

Every author defines this transitional period between childhood and adulthood a bit differently. For instance, Erikson defines this most dynamic stage of human development as the period of searching for one's own and social identity which is usually accompanied by feelings of insecurity and doubts (Novotná et al., 2012, p. 53). *Pedagogický slovník* provides the following definition of puberty *"an age period of maturing ranging approximately from the age of 11 to 15. The period of pre-puberty (age 11-13) and intrinsic puberty (age 13-15)"* (Průcha et al., 2008, p. 193).

However, some sources do not distinguish between the period of puberty and adolescence, and this developmental stage can be found under the term of adolescence in these materials. This is often mainly typical for foreign authors, but we can find this distinction also in Czech books. For instance, Vágnerová (2000) distinguishes between early adolescence (age 11-15) and late adolescence (age 15-20). This thesis uses the term puberty to make it clear for a reader that the target group in the diploma thesis are students attending lower secondary schools.

The authors of *Pedagogický slovník* use also the above mentioned Vágnerová's definition from her book *Vývojová psychologie* and add to the description of this period the following, *"an individual evolves physiologically, intellectually (development of abstract thinking), emotionally and socially as well. It is typical for a pubescent to try to break free from the dependence on authorities (conflicts with parents, teachers), and to fight for bigger emotional and social independence. The risk of this period might be an individual's tendency towards non-conform movements and asocial activities"* (Průcha et al., 2008, p. 193). Some authors add moral/ethical parameter to the already quoted developmental aspects.

Something that most of the authors agree on is the fact that emotional instability accompanied by frequent mood swings together with heightened sensitivity to external stimuli are characteristic features for this developmental stage. A pubescent individual might often be angry or sad for no particular reason, therefore, this stage is often called *the second period of resistance* or *the second period of negativism* (Vágnerová, 2000). As mentioned above, the young person is in the phase of transition between childhood and adulthood, thus, he or she needs to learn how to deal with all the hormonal and physical changes which might sometimes lead to feelings of insecurities and anxiety.

1.1.1. Cognitive Processes

A child belonging to stage 1 – primary education (according to the ISCED) was able to work only with concrete phenomena which he or she could visualize. This is changing with pubescent learners since a major transformation in the terms of thinking occurs in puberty. In particular, they are able to think about abstract terms and structures, such as love or a lie. This is caused by the concrete operational stage being replaced by the formal operational stage around the age 11 to 12. The formal operational stage is the last one in Piaget's theory of cognitive development but not all individuals might reach it at a certain point (Langmeier and Krejčířová, 2006, p. 149).

Being able to apply logical operations independently of the content can be regarded as one of the factors helping the teacher or parent to realize the learner has reached the formal operational stage. Piaget points out that an individual who has reached the formal operational stage is due to his or her developmental changes able to think about various problems on a purely hypothetical level (Piaget et al., 2014). On the contrary to the previous stage, learners are thinking about phenomena which do not necessarily have to exist in the reality. Moreover, they can think about more possible solutions than just one. Due to this, a teacher can integrate more complex and demanding videos which can be then analysed and further worked with.

1.1.2. Learning

The development of abstract thinking is also closely related to perception which is more accurate and detailed at this transitional stage because it gradually starts to approach the perception of an adult individual. Kohoutek (2008) claims that intentional attention is now an essential factor in perception. Therefore, the previous inconsistency is eliminated due to this. He also mentions the individuals perceive better entities such as the space, surface or time.

Despite the refinement of perception, Šimíčková-Čížková (1999) states that emotional instability and inattention may lead to a temporary deterioration in perception. On one hand, due to the fact that the individuals perceive more details, it is possible to include more complex videos in lessons. On the other hand, it is always necessary to consider the length of the video and the duration of associated activities due to the fluctuating attention at this age.

There are also changes in learning from the previous stage. It is no longer about memorizing various things. The learner now learns more based on the logical connections and context. Therefore, according to the *Alliance for Excellent Education*, it is important to encourage the learners to involve complex thinking which is going to help them to connect new information with their experience rather than learning the new information by heart (All4ed, 2018). Capriola (2020) also supports this idea and adds that it is helpful when the whole concept is broken down into smaller steps so the learner can draw on his or her own knowledge while discovering new information. In this area, visual aids (including videos) are particularly useful tools.

In terms of acquiring new information, there is a steady increase in *"pupils' knowledge of a variety of different topics and subject areas"*. In addition, students improve in *"their ability to apply knowledge to new learning situations, and in their awareness of their strengths and weakness as learners"* (Irwin, 2003 p. 18). This change gives the teacher some space to look for more difficult videos since learners' range of topics and knowledge have deepened.

Maintaining learners' attention is one of the biggest challenges teachers encounter; and this stage is no exception. Salyers and McKee (2020) advise that it is appropriate to create a lesson in which as many senses as possible will be involved. Therefore, they propose to engage a variety of stimuli that the learners can hear, feel, touch etc. Involving as many senses as possible will cause an increase in students' attention span and will also help with their memory, which will be heighten. In this respect, a video is a great teaching aid since it works with multiple senses.

1.1.3. Motivation

"The aim of teaching learning process will be achieved if the students are engaged, enthusiastic and active in a learning activity" (Syahrozi et al., 2019, p. 55). One of the most important things in achieving this is through the motivation since it is difficult to fulfil the aims without a motivated learner (Purmama et al., 2019).

Educators usually mention two types of motivation. The first one is internal, i.e., *intrinsic*. This is the motivation which comes within and is based on students' internal motives. In this case, students feel motivated because they enjoy learning a subject itself. It is related to something that they find interesting and want to learn more about. The second type of external motivation is called *extrinsic*. When being extrinsically motivated, students' motivation is influenced by such motives as grades or other rewards (Harmer, 2007).

There are different ways how to motivate learners to learn the language both intrinsically and extrinsically. Pachina (2019) outlines some of them. Integrating a fun element into lessons is one way since students will be more engaged when they do something they really enjoy. On that account, she advises that it is appropriate to use a game or to involve elements of the pop culture.

Firstly, it follows that during the engagement of the video, it is desirable to add various games and activities to link learning and fun. Secondly, it is known that the popular culture is something representatives across generations love. Due to the involvement of this aspect in lessons, positive effects on students' intrinsic motivation might appear because it is something learners might enjoy and is close to their interests. In addition, a motivating factor might be also that when encountering an interesting content, the learners might develop a desire to go deeper and learn more about it via using the target language (Shafaei and Nejati, 2009). In both cases, YouTube is a great tool to help enhance the motivation since it has a great number of videos related to various topics of the pop culture. In addition, a lot of fun and engaging activities can be connected to the chosen video.

Other tips on how to motivate students can be found on the British Council (teachenglish.org.uk) website where it is recommended to use *"realia, flash cards, stories and songs."* These help to facilitate the learning process. As in the previous case, YouTube can be a great tool in this matter, as it is possible to find a variety of videos related to different realia, stories and songs there.

In conclusion, if a suitable video is chosen and supplemented by meaningful activities, then its integration contains motivational elements that can positively influence students' learning process.

1.2. Online Generation

Not only that each age group has its own specifics which must be considered when teaching but also each generation of students differs in the terms of the period they grow up and the external factors influencing their lives. In addition to the specifics regarding the students' age and the stage of development, the teacher must also take the characteristics typical for the generation he or she teaches into account and adjust the lessons to various aspects mentioned in this thesis. When these steps are followed, the course of the lesson is more motivating and effective

As mentioned, the thesis deals with children aged from 11 to 15 attending lower secondary stage of education in the Czech Republic. Nowadays, this age group can be referred to as *Generation Z*. Sociologists and marketing specialists also call people coming after *Millennials* the *Online generation* which is comprised by people born in and after 1997. Technology and the online world are typical for this generation, thus the people belonging to this generation often prefer online communication instead of talking to people face to face (Francis and Hoefel, 2018). On the top of that, it is the first generation ever which does not know the world without the internet.

The use of technology has had an influence on many aspects. According to the Forbes magazine, one of the symbols of this generation is YouTube together with movies in their original sound versions (Tabulka generací, 2020, forbes.cz). The popularity of YouTube among the *Online generation* is also evident from various statistics claiming that young people aged from 13 to 24 prefer YouTube over classical TV broadcasting. In addition, a research conducted by Google also supports the idea that YouTube and YouTubers are popular among young people nowadays. The result of this research shows that 70% of young YouTube users identify themselves with YouTubers more than they do with other celebrities; and YouTubers have often become their idols and role models (O'Neill-Hart and Blumenstein, 2016). Compared to the previous generations, it is apparent that the *Generation Z*, which could be also called the *YouTube generation*, notices a visible change in the area of how they spend their free time.

Due to the fact that YouTube is something this generation finds interesting and entertaining, integrating videos into English lessons might contain a strong motivating element. Another motivational aspect relates to involving the technology needed for the video to be viewed in lessons. As mentioned above, the *YouTube generation* is tech-savvy. Therefore, the learners belonging to this generation might profit from the lessons involving video technology since the lessons become more personal and more efficient for them (Loechner, 2017).

As already mentioned, the children at this age may often have difficulties with concentrating their attention. Concentration problems are caused not only by emotional instability but also by the current world they live in. Berk (2009, p. 6) states that this generation lives *"in a complicated remixed, mashed-up, digital, mobile, always-on media environment"*. On one hand, the students coming from this generation are surrounded by thousands of stimuli and sometimes it might be a struggle to choose just one on which they are going to concentrate.

Being constantly distracted by modern technologies and gadgets of the era, the children and their capability of learning and absorbing new knowledge, what needs to be critically assessed and classified, is often negatively influenced (Rideout et al., 2010). A hypothetical example of this might be a multitasking individual. An individual, who while searching for the information on his school paper, is listening to some favourite podcasts or watching a famous YouTuber throwing eggs on his friends. In the meantime, he or she is chatting to all the friends on plethora social media while the important aspects are being ignored.

It is apparent that the ability of doing more things at the same time (multitasking) has been more typical for this generation than it had been for any of the previous ones. Goodwin (2015) points out plenty of people incorrectly think multitasking is beneficial and has no downsides. This is, of course, disproved in many researches. She mentions one of them as an evidence supporting this statement. It is a research conducted by Junco and Cotton and *"there is evidence that task interruptions, particularly digital interruptions, have cognitive costs: they disrupt attention, result in increased error rates, and decrease academic performance"* (Goodwin, 2015, p. 2). For this reason, it is always necessary to consider the suitability and frequency with which the video is used in lessons.

The frequency and appropriateness of a video involvement must be considered for another reason as well. This concerns the information overload which is another aspect connected with the Online generation. Goodwin (2015) states that the information overload places demand on cognitive process and affects also the attention span. Uche (2019) adds that due to the great amount of information coming from various sources, individuals belonging to this generation have learned to filter things. This had the effect of reducing their attention span by 4 seconds compared to *Millennials*, the previous generation. The current generation of students grow up on social networks such as Instagram and Snapchat where videos have a time limit (Uche, 2019). In order to keep the attention of these learners, it is therefore more appropriate to choose shorter videos.

On the other hand, despite the mentioned negative aspects, the time and technology have brought a lot of positives as well. The *Generation Z*, as Rothman claims (2014, p. 1), *"has developed the visual ability of their brains, visual forms of learning are more effective for these learners."* Hence, these learners might benefit from using a video in lessons. Another author who sees a great potential in using YouTube with the current students belonging to the *Online generation* is Berk (2009). He believes audio-visual aspects of

online videos match the specifics of this generation, and thus, a larger variety of learning styles is being supported.

Duffy (2008, p. 119) also supports the idea by stating that learners of this generation *"absorb information quickly, in images and video as well as text, from multiple sources simultaneously"*. From this perspective, watching a video should not be a problem for the learners. Moreover, due to the fact that they are able to do more things at once, the *Online generation* of learners might benefit more from videos with subtitles than the previous generations did, since they are able to divide their attention on more aspects, which is needed when a video with subtitles is implemented in a lesson.

Summary

To sum it up, the developmental stage of learners attending Czech lower secondary school must be considered when teaching and involving video in lessons. This stage is characterized by a great growth accompanied by, for instance, cognitive, emotional, and hormonal changes. There is a big shift in the cognitive skills since the abstract thinking starts developing. This allows the teacher to engage more complex activities and materials which can be also reflected when selecting a suitable video.

Pubescents at this age often show the lack of concentration which can be seen on their school performance. Shorter videos should be chosen for this reason. A video's choice can be also influenced by the current *Online generation* of students and their interests. The use of modern technologies and significant time spent in the online virtual world is typical for them. Hence, integrating YouTube videos into lessons might contain motivating factors for this generation since it is something they enjoy doing.

2. VIDEO

During their lessons, teachers try to incorporate various techniques, methods, or teaching aids so that the lessons are as beneficial, interesting, and effective as possible for their students. There are many ways how to achieve this. One of them includes the use of a video, which is described in this chapter.

The usefulness of a video in teaching has been known for a long time as it has been incorporated into lessons since it became commonly available. However, over the years, various aspects regarding its use and integration into lessons have changed. Thus, it is obvious that a video, as a medium, has undergone a long development.

Projectors that projected materials in the form of some successive images might be considered an ancient forerunner of modern videos. However, the real revolution in bringing a video into a class came with the arrival of VHS cassettes which were later replaced by DVDs. But both VHSs and DVDs had a lot of disadvantages. The biggest one was their unavailability and the fact that it was always necessary to have a specific DVD or VHS, for which a teacher needed suitable players.

Due to the technological advance, these formats are now being abandoned. And the now obsolete forms of video transmission are being replaced by online videos, which are accessible to people all over the world via the internet connection. Because of its accessibility, popularity and specific features, YouTube is currently the most used online video website (for more information about YouTube see Chapter 3).

2.1. Video as an audio-visual aid

The fact that this medium has been used in the teaching process for decades and is not a novelty is apparent from a book published approximately thirty years ago. This publication states that video is a tool which brings information into a lesson. Besides the audio-visual aspects, it transmits a message enriched with ambiguity. This gives the teacher a wide space for its use in a class (Cooper et al., 1991).

Although a video at schools has been used for a long time, there has been recently a growing tendency of incorporating a video in a class to help stimulate and facilitate the target language. This is influenced by the technological development and its fast expansion (Cakir, 2006).

Considering the ways of how the video is used, it can be classified as a teaching aid, more specifically an audio-visual aid. The importance and advantages of this aid are due to

its ability to *"display complex information clearly and introduce variety into the activities in class"* undeniable (Richard et al., 2010, p. 76).

It is essential in the relevance to the topic that *"specialists as well as teachers agree on the important role of visuals that can significantly enhance the learning of students that belong to a generation familiar with the visual interference of multimedia and internet technologies"* (Patesan et al., 2018, p. 356). This means that the above-mentioned *Generation Z*, which includes current lower secondary students, can benefit greatly from the use of a video.

The effort to incorporate the technological progress in the form of a video is also evident in various textbooks. Nowadays, they are often accompanied by teaching materials including videos and related tasks. It is worth to mention, for instance, *Project*, which is widely used in the Czech Republic and includes a variety of audio-visual material. Another example of a textbook working with videos is an older textbook called *Window on Britain*. This textbook is based primarily on videos and related tasks that bring an insight on the British culture. In this sense, a video can be a good support and help with comprehension when students do not understand a written text or a listening task in a textbook. On top of that, it can be a starting point for completing textbook tasks as it is in *Window on Britain*.

Whether the teacher works with a video related to a textbook or with a different video, it is important to remember the following: as stated above, a video is a tool. The word tool has a great significance when integrating videos in lessons since it is necessary to realize that a video does not replace a teacher when it comes to teaching a language. It is merely one of many teaching tools which help a teacher in assisting the students to learn the language (Scrivener, 2005).

Cakir (2006, p. 69) adds that the teacher is someone who *"enables the learners to comprehend what they watch and hear by using some of the communicative techniques"*. It is, therefore, up to the teacher to use this tool in order to stimulate students' learning process and to prevent them from watching the video passively. To do so, it is important to implement various *"activities and tasks that encourage the children to interact with the video and learn from it"* (Phillips, 1993, p. 133). (See Chapter 2.5 for various ways of using a video)

2.2. Video and its technological features

Video as a tool is characterized by some specific features. In order to be able to work with it in different ways, the teacher must know the various functions associated with its use. Scrivener (2005) mentions the following ones:

- **A rewind button** which allows you to rewind the video, to replay a certain part or to re-watch the entire video again in cases it is necessary.
- **A pause button** used for freezing chosen video parts. This function enables the viewer to stop the video at any point.
- **A volume control** allowing the viewer to turn up or down the sounds or to mute the video completely (Scrivener, 2005).

In addition to the specifics of a video, YouTube on its own offers even more functions, such as:

- **Comments** – YouTube allows its registered users to insert comments under videos. These comments might be used as another linguistic element in a lesson.
- **Subtitles** – A script of what is said in the video. Subtitles for videos in English can be generated automatically. However, they are not always accurate, and errors might occur. Another option is that subtitles are inserted by video creators themselves.
- **Playback speed** – A function allowing to either slow down or speed up the original video.

2.3. Principles of selecting a suitable video and its integration in a lesson

"To deploy video as powerful tool during the teaching and learning activities, preparation is one of the main ways to make it more meaningful before implementing some other ways to encourage the students to be active learners" (Hadijah, 2016, p. 312). YouTube, i.e., video, can only serve as an effective educational tool if the teacher considers several important criteria and factors related to the use of this medium in a class. The quality of an activity and its learning outcome depends immensely on how the teacher works with this teaching aid. The preparation of the video lesson is just as important.

For a clear arrangement, the individual criteria are marked with letters and separated into paragraphs.

A) Aim of the lesson

When including any activity in the class, the teachers should be aware of why they want to use it and what the purpose of this activity is. The activity and the chosen method then help to fulfil the objective of the lesson, which must be always determined before creating the video lesson. Individual activities must be chosen in the accordance to the objective. Philips (1993) says that the objective needs to be clear and the teacher should proceed from easier to more demanding tasks for the objective to be gradually fulfilled.

Duffy (2008) on this account mentions that video *"is not an end but a means toward achieving learning goals and objectives".* It follows that the purpose of the activity cannot be just video watching itself. Therefore, it is necessary to determine what is to be achieved through the method of video watching.

B) Curricular documents

Another factor affecting the course of lessons and thus the individual choice of activities and their associated methods is school curricular documents. The most important is the *Framework Educational Program* (FEP) which sets out educational outcomes for every subject. Based on the FEP, schools then develop their individual *School Education Programmes* (SEP) (Průcha et al., 2003). Therefore, the lessons should be structured to meet not only the objectives of the lesson, but also correspond with the outputs given by the FEP and SEP.

Apart from the educational outcome, the documents describe also key competences. These should be equally considered while planning a lesson. Within this issue, Hadijah (2016) mentions learning topic corresponding to school syllabi as one of the factors that needs to be considered when creating a video lesson.

Hence, if we decide to include a video lesson, it is appropriate to consider not only how the video and tasks reflect the objectives, but also how they help to meet the individual outputs characterized in the FEP and SEP.

C) Learners and their needs

A teacher must always keep in mind the age of the students. Their stage of development significantly affects their needs, competencies, interests but also their cognitive abilities (Harmer, 2007). However, age is not the only thing affecting teacher's work and the choice of methods (especially the use of a video). This area is also influenced by generations since not only students of different age have various needs.

Learners' needs are also influenced by the time in which they grow up. By taking their needs into account, the choice of a video will be more tailored to the interests of the learners. It will be more centred on the learners and thus more effective and motivating. (See Chapter 1 for more information about pubescents learners and their needs).

D) Language level

The language level of learners is another important criterion that the teacher must think of when using video in a class. This is mentioned by Clark and Mayer (2007) who urge for the video to always correspond with learning literacy of the learners. YouTube videos often contain authentic language where unfamiliar slang or grammar may appear.

Philips (1993) therefore advises that if a teacher decides to use authentic videos instead of videos made especially for ELT lessons containing graded language, we should choose the ones with a high visual support. Younger learners will better comprehend the situations in the video.

The language level is related not only to the choice of the video but also to the complexity of individual tasks. They must correspond with both the language level and students' cognitive abilities.

E) Topic

When choosing a video, one must also realize what the topic of the lesson is so that the content of the chosen video corresponds with it. In connection with this, the teacher must also consider learners' prior knowledge of the topic. In other words, he or she must discover to what extent the students are acquainted with the issue and what will be new for them.

Clark and Mayer (2011, p. 39) therefore advise that when working with video, it is necessary to think about the reduction of the cognitive load. They define it as *"the burden imposed on working memory in the form of information that must be held plus information that must be processed."* In addition to the suitability of the video topic, the teacher must also think about not overloading the students with information. If the topic has already been selected, it is necessary to introduce the topic to the students or at least to put it into context of their knowledge for their comprehension (Gower et al., 2005).

F) Skills and structure

In addition to the topic, the teachers need to think about what language skill they want to develop through working with the video. They have to know whether the main focus

is on the productive skills (speaking and writing), or whether the video should help develop the receptive skills, i.e., listening and reading. Alternatively, it can be their combination.

Besides the skills, teachers must also think about the area of the language they will focus on in the video. It is important to realize whether they will use this audio-visual aid to develop grammar, vocabulary or pronunciation. *Pre-viewing*, *while-viewing* and *post-viewing* activities then serve for the development of given areas and for a better understanding of the communicated video content.

G) Context of the lesson

The chosen video must be set carefully into a concrete part of the lesson. There are various reasons for incorporating a video. The first option is to use it in order to introduce a certain topic or it can be used as a part of a revision lesson. Furthermore, video can also serve as the main input for the entire lesson from which other lesson's steps are derived. Last but not least, it can be used as a great start for a variety of speaking and writing activities (Scrivener, 2005, p. 351). Therefore, the timing of the lesson on when the video is included into the lesson.

But whether the teachers decide to put the video at the beginning, in the middle or at the end of the lesson, Berk says it is important to introduce the video to students and also to pass on the information concerning what the students will be watching to activate their prior knowledge; since, as stated above, this will give them a better comprehension of the video (Duffy, 2008).

H) Length

Tomalin (1989, p. 14) considers the video to be a dense medium. He further develops his idea by claiming *"it is packed with opportunities for generating language"*. Teachers should choose a video that has a maximum of 10 minutes and then work with it in various ways. Shorter videos are better than longer ones since the longer ones make students to be more passive. This idea is also supported by Phillips (1993) who thinks that shorter videos (5 to 10 minutes) can be then exploited to their maximum rather than just passively watching one video the whole lesson which causes the loss of learners' attention.

The fact that the shorter video is used can help students focus more on the video itself. As mentioned above, the current generation of students and pubescent learners in general have issues with losing their attention when watching something. By choosing

23

videos that do not last that long, a teacher can ensure that students keep their attention while the video is played.

YouTube is ideal as a tool in this matter, as there is a great number of videos of different lengths to choose from. When searching for videos, the user can use a filter to find, for instance, videos shorter than 4 minutes. If the teacher decides to play only a part of the video, it is always necessary to write down exact minutes and seconds which have been chosen. This will prevent unnecessary confusion and loss of time during class.

In case the teacher decides to use a video that is far too long, it is appropriate to cut it so that it can serve the teacher's purposes. If the teacher is proficient with IT technology, it is then possible to download and create a new video from the parts that he/she wants to play for the students. However, this option is quite time-consuming.

I) Technology

Working with gadgets can be one of the many challenges a teacher needs to face during a video lesson. As Hadijah (2016, p. 308) puts it, *"the teacher has to be the one who knows very well how to use the divices to facilitate the students during the teaching and learning process"*. In addition to the ability to operate the equipment, the teacher should be aware of the potential problems and should be able to prevent various pitfalls that may occur when working with video technologies during their implementation in a lesson.

J) Viewing techniques

When the individual steps in the process of working with video are considered, it is then necessary to think about how the material will be presented to students. Hadijah (2016) claims a teacher needs to present a video *"in various and meaningful ways"*. She further develops this idea by saying that it is not enough to let playing the video passively and then ask learners some questions related to the video.

Therefore, it is important to encourage the learners to become active viewers instead of passive ones. This can be done by implementing variety viewing techniques which involve the learners more actively (Hadijah, 2016). See chapter the next subchapter for more information about viewing techniques and their description.

2.4. Viewing techniques

With the use of audio-visual aid in teaching, it is crucial to incorporate the YT videos in various ways that will help to grab the learners' attention and encourage them to use the target language as much as possible (Hadijah, 2016). This chapter is, therefore, devoted to various techniques which can be used when presenting the chosen video in order to be efficient. Individual techniques can be combined based on what should be achieved and what the focus is. It is apparent that the implementation of more than one technique can be beneficial since it might help in greater involvement of learners.

2.4.1. Silent viewing

Video contains two sides – audio and visual one. *Silent viewing* is a method that makes use of the visual side when the video is played without the sound and learners watch only the moving pictures. Tomalin and his colleagues state that students will create an idea of the situation based on the visual clues shown in the video; and based on this idea, they can expect a certain linguistic discourse associated with what they have seen. The accuracy of their assumptions can be then compared when they watch the video for the second time with the sound on (Tomalin et al, 1989).

This technique can be also used in a slightly different way when the students are encouraged to come up with their own dialogues in smaller groups. After they are finished, they can perform their version in front of the class.

2.4.2. Sound without vision

The opposite of the previous technique is that the video is played to students without the image and they perceive only the audio track of the video. In this respect, it is similar to classic listening tasks. For instance, the video can be used in the way that students guess what might be happening in the video based only on what they hear (Duffy, 2008). Harmer (2007) adds that students can guess indications of where the speakers are, how old they are or what they look like. Afterwards, they compare their predictions with the reality of the video.

2.4.3. Partial viewing

Another technique mentioned by Harmer (2007) is *partial viewing*. The video is not fully hidden to the viewer, however, only a part of the screen is shown. Students then, as it

was in the previous techniques, guess what is happening on the part of the screen that is hidden from them (Harmer, 2007).

It is possible to adapt this technique so that a half of the class examines the video with one part hidden and the second half with the other part. After watching they put together what has happened in the whole video. Or they might try to find out what was happening on the other side of the screen they did not see (Harmer, 2007). The second group can correct mistakes of the first group, or they can add information that has not been mentioned. It is, therefore, a certain gap-filling activity, where always a half of students have an incomplete version of the video and their task is to learn information about the part of the video that is missing.

2.4.4. Pausing

According to the dictionary's definition, a video is *"a digital recording of an image or a set of images"* (merriam-webster.com, 2020). Using the pause button, the video can be stopped at any selected moment and that way millions of images from the video can help the teacher in the lesson. This feature can be used, for example, to let the learners predict what will happen next in the video or what they think the characters will say next (Duffy, 2008).

Furthermore, a stopped video segment can serve as a starting point for description of an image or a situation. Additionally, it can be an initial stimulus for a conversation or writing assignment.

This technique is also helpful when focusing on pronunciation or grammar. It is suggested to stop the video at the moment when the character *"has used an intonation pattern, grammatical structure, or an idiom that you want the students to practise"* (Techniques for teaching with video, sir.free.fr). It is, therefore, possible to draw attention to a given phenomenon at a specific moment and to explain it if necessary. The video can then be re-winded back so that the students hear the phrase or sequence again. They can repeat and practise it along with the recording. Unlike the listening without pictures, the advantage here is that the students have the visual support because of which they can, for instance, see the lips' movement when pronouncing. Therefore, this might be helpful in learning the pronunciation of a new word.

2.4.5. Shortening

Shortening is a technique in which a person does not use the whole video but only certain parts that fit into the context of the lesson or the activity. This technique can be useful

when the video is too long for students to perceive it, or if there are parts too demanding and not corresponding to the language and students' cognitive level.

When working with shortening, only certain sequences are chosen and then played using a variety and combination of different ways. For instance, a given sequence might be played using the silent viewing technique and then another part can be presented using the technique called sound without vision. In addition to that, a teacher might play the sequences randomly and the students could deduce facts based on what parts they have seen and deduce what might come before or after each sequence.

2.4.6. *Playing the video using slow motion or fast-forward function*

This is a way when the video is played either at a slower speed than the standard video or, conversely, is presented much faster than the normal speed. In his publication, Tomalin (1989) mentions the "description" technique. This means that the viewer focuses in detail on visual clues, such as *"facial expression, dress, gesture and posture and on details of the environment"* (Tomalin et al., 1989, p. 4).

Although he writes about these points in a slightly different context, it is certainly possible to work with them during the technique when the video is played in the slow-motion mode during which the students have a greater opportunity to focus on the mentioned points since it might help them with a better comprehension of a given situation.

On the contrary, Harmer (2007) describes a technique called fast-forward watching during which the video is not played at a slower pace but faster than the original speed of the video. After watching the video, the teacher can ask the students for a video summary, or they might be asked to give an opinion on what the characters might have said (Harmer, 2007).

2.5. Ways to use videos

To choose a good technique is not enough when implementing a video into a lesson. A teacher must also think about a proper activity since there are numerous ways which enable to transfer coveted cognitive and emotional impact to learners. This subchapter is dedicated to chosen ways of engaging a video in an effective and educative manner.

Many authors (i.e., Harmer, Scrivener, or Wilson) divide the activities into *pre-*, *while-*, and *post-watching* ones. *Pre-watching activities* are used in order to prepare students on what they are about to view and hear in the video. These are, therefore, activities which

are presented in the classroom before watching a video sequence. For this reason, they are also called preparatory activities by some authors.

Scrivener (2005) states that one of the *pre-viewing activities* is a discussion, during which students are dealing with a topic related to the video. It can be, for example, predicting of what might happen from clues. The clues can be either statements or images. A teacher might also ask the learners to go through the materials that will be used during and after watching the clip (Scrivener, 2005). On the top of that, various quizzes, brainstorming on vocabulary connected to the video, or different flashcards related to the video can also be added to the category of *pre-viewing activities* (Video and Young Learners, teachingenglish.org.uk).

While-viewing (or *understanding* in some publications) activities, as the name suggests, are tasks that students complete while watching a particular video. In this context, Scrivener (2005) adjusts a strategy associated mainly with listening, which is equally well applicable when working with video. He works with a *task-video-feedback* scheme when the task can be either in the form of spoken instructions, a written worksheet, or it can seamlessly follow up on activities that have been introduced as pre-viewing ones (Scrivener, 2005, p. 352). This scheme can be freely repeated since it is likely the video will be watched more than once.

Firstly, *"tasks completed while viewing a video for the first time are commonly associated with developing listening skills and in particular listening for global understanding"*. Secondly, tasks connected to second or third viewing are associated *"with providing information and presenting or reinforcing language (grammar, vocabulary, functions)"* (Video and Young Learners, teachingenglish.org.uk). Therefore, it is beneficial for students to watch the video more than once during a lesson. As Higgin (2018) points out, multiple viewings are crucial for students to become active, if successful, reactive viewers.

Post-watching activities fall into the third phase of using a video. *Post-watching activities*, sometimes referred to as *follow up activities*, are tasks that follow watching a particular video. As stated by Scrivener (2005), the range is wide from various discussions, role-plays to writings. Owing to post-watching activities, students have the opportunity to develop their sharing and co-operative skills (Hadijah, 2016). There are no limits to the imagination; and it is therefore up to the teacher how he/she will plan the subsequent work after watching the video.

In this paper, the activities are not dogmatically divided into *pre-*, *while-*, and *post-watching activities* since most of them can be used during any point of the lesson. In addition,

many of them can be interconnected and combined in various ways. When involving them in a lesson, it depends on the teacher's creativity and on the video nature. Therefore, it is not strictly stated that one of the methods is more beneficial than the others; and for this reason, the activities are listed alphabetically.

2.5.1. Choosing words

It is appropriate to divide students into pairs or groups of three for this activity. The teacher prepares cards with words or phrases from the video. Each pair receives one set of the cards. The task is to pick up as quickly as possible the word when it is said or shown in the video. They compete in pairs. The winner is the person with more cards at the end. For more advanced students, it is then possible to play a game called taboo with the words in the cards.

This could be modified, for instance, into an individual work. The teacher compiles a list of words, which contain both the vocabulary from the video and words that are not displayed there. The students would have to mark the words they have heard or seen (Brunet Valle, 2011). Another possibility is that the students could be asked to sort the words according to the order in which they appear on the screen, and then retell the story of the video using these words.

2.5.2. Describing

There are different ways how to implement the element of description into a video lesson. The first one is an activity where students are divided into pairs with one from the pair facing the screen and the other one not. A short video sequence rich in visual stimuli and action is chosen. This sequence is played without the sound for the students facing the screen. After having watched the video, they need to retell their partner what they have seen, and the partner should then be able to talk about it based on the description (Brunet Valle, 2011).

If the chosen video is suitable for pantomimic demonstration, this activity might be modified so that the student who sees the video will not describe it verbally but pantomimically and the partner will describe it based on this miming. At the end of the activity, the video is played again for the students who have not seen it. That way, they can compare the reality with the description.

2.5.3. Dubbing

Hadijah (2016) describes this activity as a way to actively involve students in using the target language. The teacher can use the silent viewing technique, after watching the video scene, students are asked in pairs or groups to dub a part of the interview. They need to figure out what the characters were saying at a certain point.

Another option is to mute some parts of the video and the students need to dub these missing muted parts. When working with lower-level students, the video can be played while students are making notes. Then the students are asked to dub the video with the help of their notes.

Dudeney and Hockley (2007) provide another way of working with dubbing. They present a variant of dubbing with the help of using captions. It is advised to choose a video where multiple characters interact. The video is played to students several times without the sounds, only with inserted captions. The students' task is to read the captions in such a way that they match as closely as possible to what the person is saying at that moment. Later, the video is played again, but this time with the sound on to assess how successful the students have been when keeping up the pace with the original (Dudeney and Hockley, 2007).

A similar alternative to the previous task (but without the captions) is available on the British Council website, where it is mentioned that *"learners participate in telling story along video. This could be used after a video has been watched a few times. The learners are given a character in the story and the sound is turned down at various points. The learners try to say the words"* (Video and Young Learners, teachingenglish.org.uk).

2.5.4. Gapped scripts

A script of the video with gapped parts is given to students in this activity. The task is to fill in the gaps. There are two ways to complete this task. The first option is that students fill in the missing part while watching the video. The second and more demanding option is connected to *pre-viewing activities*, in which the students are asked to complete the script without having watched the video. They must do this with the help of the context and deduction from the rest of the script. The video is played after they are finished with this part in order to check and compare their answers (Tomalin et al., 1989).

2.5.5. Jigsaw viewing

"To practise telling a story, giving description (scene, characters) and practising language of speculation and decision making" is an aim Tankard (2020) mentions in

connection with the activity called jigsaw video. Involving group work, jigsaw video is a little bit more time-consuming concerning the preparation. It is important to find a dense video containing an interesting and engaging storyline.

For this purpose, it is necessary to divide the video into three parts at least, as well as students into 3 or more groups (if there are four parts, there are four groups etc.). Each group watches only 1 part of the video and does not see the other parts designated for the other groups. If it is not possible to secure headphones and multiple computers to watch the parts simultaneously, Tankard (2020) recommends letting one group watch the video in one corner and two groups work on tasks related to the topic. When this is done, the groups rotate.

After each group has seen their parts, a group discussion follows. The students can tell one another about what they have seen in the video and share their opinion. Subsequently, students will form new groups that always contain one person each from a different original group. The people talk about their parts of the video in these new groups and then again rotate and create new groups with new members where they again retell the part of the video they have seen. This continues until all people have heard about each part of the video. At the end of this activity, students go back to their original groups and try to come up with the correct order of the video parts (Tankard, 2020).

2.5.6. *Making changes*

Harmer mentions another interesting way of using video which could be called *making changes*. It is an activity which works with different scenarios of what the video would look like if something was altered. Firstly, the students watch the video. Secondly, the teacher makes sure they understand everything. Then the students are asked to watch the video. This time, however, there is a twist. The students need to imagine what the video would look like. For instance, if it was set in a different season, or if the male and female roles were swapped (Harmer, 2007). It is up to the teacher to decide on the alternation and change, whether it might be the change in characters, plot, place, or time.

After this part is finished, students are encouraged to discuss how the conversation would change or how the characters would behave if the criteria changed. *"Having students think about filmed excerpts in this way not only helps them understand more about the language being used (and how it might change), but also directs them to insights about language and behaviour in general"* (Harmer, 2007, p. 315).

2.5.7. *Multiple choice/true and false/charts*

When integrated *while-watching activities*, it is important for the teacher to realize that students must pay attention to both the sound and the images. It is, therefore, appropriate that the task applied in this section requires only a minimum response. In this respect, *multiple-choice questions* or *true and false statements* are recommended since students do not need to write or read as much during these tasks (Tomalin et al., 1989).

Alternatively, it is possible to use various diagrams or charts which do not require too much writing either (Tomalin et al., 1989). The teacher can as well implement a set of open questions on comprehension. However, it is always necessary to consider the suitability and demands of the video for each group of students.

2.5.8. *Ordering*

Another way of using a video in a lesson is so-called *ordering*. This method is applicable, for example, when students are required to understand the gist of a story. Based on the listening from the video, they must arrange the images chronologically as they hear them (Harmer, 2007). Tomalin (1989) refers to this activity as *sequencing* and students do not arrange images but jumbled sentences describing the video events. Due to the complexity of the tasks, it is better to divide students into pairs or groups during this activity, so that they can help each other.

2.5.9. *Predicting*

Connected to guessing and making assumptions, predicting is great for the development of *"the creativity, coherence and logic in the students due to they should take into account the previous content and link it with the unknown context"* (Brunet Valle, 2011). This way has been already introduced in the previous chapter, where various techniques are described. Depending on the chosen technique, the students are mostly asked to predict what will happen or what will be said next.

There are several ways of how this method can be introduced in a lesson. For instance, when using the *sound without vision technique*, the only clue a student has is the audio track. In the opposite technique, i.e., silent viewing, various gestures, characters' expressions, the background, or the overall scene might help a student when predicting certain things (Tomalin et al., 1989).

There is another efficient option in connection with predicting. It is called *'reverse prediction'*, in which students are given an interesting or comic ending of a video and they

need to guess the actions that might have led to this final scene (Tomalin et al., 1989). They search retrospectively for what may have been in the beginning.

Furthermore, considering all that has been mentioned, predicting can also be used as a pre-viewing activity. Based on a given topic of the video, students predict words or phrases that might appear in the video. This can be done, for example, in the form of brainstorming when the words and phrases are written on the board. Another option is to make assumptions about the story based on the video's name.

2.5.10. Role playing (Acting out the video)

It is necessary for this activity that the video is played several times so that the students are able to absorb it sufficiently. Cakir (2006) states that once the students are familiar enough with the information from the video, they are asked to perform a *role play* based on the video and the teacher's instructions. In a way, it is similar to the tradition role play that teachers commonly use in class. However, the basis for the activity is not a topic from a textbook, a printed interview, or a listening; but a video, which serves as a starting point for this activity.

2.5.11. Taking notes

While watching a video, students can be asked to take some notes. This is particularly helpful in the process of learning to identify the important information. It depends on teachers what they want the students to focus on and whether they should take notes about what they see or hear. These notes are then used as an output material for various post-viewing activities (Video and Young Learners, teachingenglish.org.uk). It can be, for example, role-playing, written assignment or even a start of a discussion.

2.5.12. Using video as a starting point

Whether the teacher decides to choose just one activity or a combination of more, Scrivener (2005) encourages his readers not to use the video only for language learning. He adds that the video can be an excellent starting point for further follow-up activities such as extracting the topic, various writing tasks or withdrawing a topic for discussion. However, it can as well be an initial stimulus to a number of speaking tasks (Scrivener, 2005).

2.5.13. Video subtitles

Another interesting way of incorporating videos are tasks involving subtitles, whether inserted or automatically generated for the video. When working with subtitles, it is always necessary to verify their correctness because automatically generated captions may not correspond with the original sound.

Despite this small snag, subtitles can be helpful in the learning process in many ways. One of the mentioned advantages is the situation when students are familiar with the video in their native language. When watching the video in English, subtitles might help them to follow the story and it may be easier for them to focus on the pronunciation of some words in the target language (Aronin and Singleton, 2012).

The use of captions and subtitles in video is also supported by various studies demonstrating the beneficial effect that caption videos can have on individuals. One of the most beneficial aspect presented in these studies is the improvement of literacy. On the top of that, watching caption videos also has a positive effect on other areas, such as memory or attention (Benecio, 2020).

One strategy of using subtitles is when the video is first played without them. Then it can be verified whether the learners have understood the video, for instance, by a set of comprehension questions. Subsequently, the students check if they have answered correctly by re-watching the video with the captions on this time (Dudeney and Hockly, 2007). As the captions are used here for verifying the correctness of the learners' answers, it shows that they can also serve as a kind of an error-correction tool.

Dudeney and Hockly (2007) describe a more demanding way of working with subtitles than the previous one. A video is shown to the students using the *silent viewing technique* with subtitles in the students' mother tongue. They are then given some space to translate into English what they think the characters might have said in English in the video. After they are finished with this part, the video is played again with no sound several times in order to check if their versions fit the lip movements of the characters. Eventually, they watch the video with the sound on and discuss the differences in their translations (Dudeney and Hockly, 2007).

If the class consists of older students with good comprehension skills, the teacher might ask the students to create the subtitles for the video on their own. In this case, the visual side of the video could help them since many of the things mentioned in the video often refer to the visual side. Thus, it might be easier for students when it comes to listening comprehension. Therefore, based on viewing a short sequence, students would try to create

a transcription of the video themselves. It would then be necessary to adjust the difficulty of the task according to the students' English level. To simplify the activity, demanding and difficult words could be added in advance in the text.

In conclusion, a wisely and appropriately chosen video material is not the only thing that matters when creating a video lesson. The lesson effectiveness is also greatly influenced by carefully chosen tasks. Teachers have a choice between a wide range of diverse techniques and ways of using a video, and it is entirely their decision what they will choose and how they will approach the lesson. However, when working with a video, at least one technique or way of working with the video should be used. Otherwise, the video does not fulfil its educational potential and is used only for filling the time in class. Furthermore, it is also equally important for the teacher to realize that a video and the connected activities are not the objective of the lesson but a mere way to achieve the set objective.

2.6. Benefits of using (YouTube) videos

Every method, teaching aid or approach has its supporters as well as objectors; and of course, a video is no exception in this regard. The contemporary era and requirements on teachers and teaching calls for *"to action in the education sector to graduate from traditional textbooks and adapt a holistic video approach"* (Smridhi, 2020). Hence, it is necessary to use modern technologies, such as videos in addition to the traditional work with textbooks.

By mentioning some benefits of using videos in lessons, this subchapter aims to convince those who do not support the use of a video in a class about the positive effect a video can bring; and to strengthen the positive opinion on a video of those who have been already using it in their lessons.

A (YouTube) video:
A) Brings the real life into a class

If teachers use only printed materials such as textbooks or worksheets, they deprive their students of an authentic non-verbal communication which is difficultly transmitted through said materials. An excellent means of transmitting *"body language, mimes, gestures and emotions"* is the image accompanied by the sound in a video (İlin et al., 2012).

Besides that, a video is also beneficial when the teacher needs to show some verbally inexpressible aspects that the learners will understand better through the visual side of the

video (Rossafri et al., 2008). In addition, Vágnerová (2000) adds that the visually presented story corresponds better with the reality, thus, students perceive it more as real.

Compared to listening, a video is also classified as superior by some authors. As in the previous case of printed materials, students comprehend better and easily to what has been said due to the non-verbal aspects and physical context (Gower et al., 2005).

B) Brings world Englishes and the authentic language into the class

As Watkins and Wilkins (2011, p. 177) state in their work, *"one of the main goals of English language education is for students to communicate not only with native speakers but also non-native speakers"*. Due to the materials used in schools, students are often exposed to the "polished" English which is mostly the standard British or American variety. They are often surprised when they encounter a different version of English outside the classroom.

To avoid this, it is advised to expose children to authentic English in various dialects and varieties. The ideal tool bringing the varieties into the class can be a video, particularly a YouTube video. A teacher can find a wide range of videos containing various English dialects, accents, and world Englishes on YouTube. In addition, YouTube videos are often short. Thus, it is possible to introduce more English variants in a lesson (Watkins et al., 2011).

When using English textbooks and other materials, it is important to realize that they contain a language adapted for educational purposes as well as for the students' level. Thus, it is not authentic English. As in the previous case, the situation can be changed by bringing videos containing unedited English with the real-world context (Why Videos in Education?, educationvideos.wordpress.com).

C) Can be short

In comparison to films, some YouTube videos have the advantage of being short. This feature is helpful since it is better to use shorter video clips and explore them in depth than to use long movies in a class without fulfilling their teaching potential. Students concentrate more easily while watching shorter videos. Furthermore, the chance of losing their concentration and not paying attention is reduced with the integration of short video clips.

D) Contains a motivating factor

Another advantage speaking for the inclusion of videos into lessons is that a video appeals to the viewer on both the emotional and the cognitive level. Due to its ability to arouse emotions in people, a video then influences motivation and effective learning (Cruse, 2020).

Popular culture presented in today's videos is brought mainly in English. This factor can as well have a positive impact on motivation since students might want to understand the cultural world through YouTube videos and for that they need English. In addition, YouTube is helpful in its large extent, which allows teachers to find videos relevant to the students' age and interests.

E) Develops digital literacy

Given the fact that current students live in an era which places increasing technological demands on the society, it is necessary to support the development of digital skills in learners. It is mentioned that *"as 90% of new jobs will require digital skills, improving digital literacy is a key component for developing effective and employable learners"* (Why Videos in Education, educationvideos.wordpress.com). Therefore, it is crucial to implement technology in lessons. One way of fulfilling this is by using a video.

F) Exceeds classroom walls

Due to its engaging and entertaining content, a video is something that can exceed walls of a classroom (Tomalin et al., 1989). It is something students might want to talk about outside their lessons. This is also influenced by the emotional aspect of a video. Due to its nature, a video can provoke a debate both between the teacher and students and between students. If the teacher chooses a video that the students like or find interesting, they might want to explore and talk about the video outside the classroom.

G) Helps with comprehension

Many authors (Mayer, Berk, Fenesi) agree that a video helps in comprehension. The combination of audio and visual elements makes it easier to comprehend and to remember the information or situations (Vita Hanzic, 2020). Visual and audio clues in the combination with an extra-linguistic context are helpful because they can express aspects of communication that cannot often be described in words.

H) Is free and accessible to everyone

The great advantage of including YouTube videos in a class is that they are free, which means the school does not have to pay any fees. Schools often have to pay various licenses and expensive language textbooks. YouTube is, therefore, an accessible tool for everyone who has the internet connection and technology needed for the video to be viewed.

I) Is helpful when talking about realia and cultures

Bringing the cultural aspects, a video can be useful when talking about realia or the society in general. Video *"greatly contributes to understanding of another culture and mentality"* (Bajrami and Ismaili, 2016). The cultural background of a video and its characters illustrate how certain cultures behave and what is typical for a given cultural group. Wade adds to the topic that learners have a chance to virtually meet people they would never meet in the real world (Wade, 2010). This might give them a better understanding of people from various parts of the world.

J) Includes an entertaining element

The sentence talks for itself since it is important to engage entertaining activities into a class in order to gain the students' attention. A video can help to ensure it. *"Most people enjoy visual medium, which requires less effort on the part of viewing than listening or reading"* (Wade, 2010). In general, people focus more on something they enjoy and find stimulating; therefore, students are likely to appreciate a lesson enriched with a visually stimulating and entertaining content shown in a video.

K) Offers up-to-date material

Students are often taught with using outdated textbooks. The information in them can often be irrelevant or uninteresting for the current generation. YouTube has the advantage that a great amount of people is uploading up-to-date material every second. Thus, the teacher can choose a relevant video containing updated information from a plethora of videos.

L) Supports more than one learning style

A video addresses multiple senses, such as sight and hearing. Thanks to its audio-visual side, it is a great aid that can appeal to students with various learning styles. As Cruse (2020, p. 5) mentions *"the benefits of video – where much of the content is conveyed visually*

– for visually-oriented learners is immediately apparent". However, visual learners, who learn primarily by observing things, are not the only ones who can benefit from using videos. Auditory learners can also learn a lot from a video since they can perceive the audio side.

Summary

The summarize the chapter, teachers must realize a video is only a tool which helps in fulfilling the lesson's aims. When selecting a video, several principles must be considered. A reflection on these principles then helps to manage the lesson and further influences the students' learning process. In order to use it effectively, the teacher can work with the video using various viewing techniques which can be combined. To make students active, the involvement of various video activities is necessary. A video as a teaching aid offers a wide range of benefits that speaks in its favour. The advantages of a video in lessons include, for instance, the authentic English, availability for free or the support of more than just one learning style.

.

3. YouTube

The name of this thesis is *The Use of YouTube Videos at Czech Lower Secondary Schools*. The first chapter is dedicated to learners and the second one to a video. Hence, it is necessary to introduce YouTube itself in the last chapter of the theoretical part.

YouTube – a video-sharing website that launched 15 years ago, in 2005. This service for amateur video-sharing has changed the entire movie, entertainment, and arts, and has seen a tremendous increase of popularity all over the world. In addition, online video has been penetrating the world of education. *"Video is now a common form of media on the Web. The growth of online video is beneficial for those who teach and learn online, as access to video on a broad spectrum of topics becomes increasingly available"* (Snelson, 2011, p. 159). As mentioned in the previous chapter, not only it may be beneficial for online education, but it can be also useful in classical language teaching.

Currently, YouTube is the most widespread video-sharing portal. According to the statistics from February 2019*, "the interface of the website is available with localised versions in 89 countries, one territory (Hong Kong) and a worldwide version"* (Adamovich, 2019). It is therefore a teaching aid available to many teachers around the world.

3.1. History

Three former *PayPal* employees, Char Hurley, Steve Chan, and Jawed Karim were at the beginning of this online phenomenon. They registered their domain in 2005. They originally wanted to create a video-dating website where people would upload videos of themselves rather than going for a traditional photograph to help them find a suitable partner. (How did YouTube start?, 2015).

Even though this idea did not find many supporters at that time, the site found its new purpose later. Based on a missed Superbowl broadcast in 2004 and the incident of Janet Jackson's uncovered nipple, Karim realized there was no portal on the Internet where videos could be uploaded, shared, and viewed. Hence, YouTube was created in order to give people the opportunity to watch any videos online after they were created and uploaded.

In 2005, YouTube was founded primarily as a video-sharing portal. According to Snelson (2011), the use of this website in teaching did not go unnoticed for a long time and many universities and colleges began to upload their educational content there. Universities and colleges were not the only creators of the educational content. Since the YouTube's

beginning, various channels which are dedicated to education have been created (for instance, *TEDEd,* or *Khan Academy*).

However, the educational potential can be found not only in the channels primarily intended for these purposes, but a teacher can choose from a great number of videos that are added every second and adjust these videos appropriately into the English lessons.

The number of videos uploaded here had been increasing with YouTube's growing popularity. There were more and more materials that could be used in a class. Nevertheless, the problem with their use in lessons often occurred since the video may not have been relevant, may have had a questionable credibility, or it might have been too time-consuming to find a suitable video content. These problems were partially solved in 2009 with the creation of *YouTubeEdu* (later transformed into *YouTube Learning*) *"which seeks to collate and organize all the educational materials being uploaded so it is easier to access which helps address any credibility and validity issues"* (Duncan et al., 2013, p. 1577).

Since its creation, the site's popularity has grown so much. Taylor (2015) highlights that that YouTube was, after Google and Facebook, the third most visited webpage on the internet in 2015; and surpassed only by Google the second largest search engine on the internet .

YouTube has gradually built a strong position even in the Czech Republic. This is also evident from data provided by Google. According to their survey, vast majority of young Czech respondents aged from 15 to 24 preferred YouTube over other TV channels (Houzar and Fiala, 2017). This reaffirms that fact that it is something close to the current generation of young people. Due to their popularity among students, YouTube videos can be transformed into didactic material students might like and find interesting.

3.2. YouTube nowadays

There are more online video-sharing websites now, but YouTube is the most popular portal due to its large database of free videos. Snelson (2011) says that due to its growing popularity, more and more attention is focused on the educational potential that YouTube has.

YouTube is a site where anyone with the Internet access and a YouTube account can upload videos. There are 4 main functions which can be summarized by the following verbs – upload, share, view and comment. The option to comment on a video gives the video creators a form of a feedback on their videos. However, comments do not have to be

necessary for video creators only. Due to their linguistic value which can be analysed and worked with in various ways, they can be used in English lessons.

Comments are not the only section usable in a class. YouTube is a toll that allows *"communication and interaction among the users. Hence, it implies the opportunities for more ideas in incorporating YouTube as a resource as well as a tool to facilitate ESL teaching and learning depending on the ESL instructors' creativity and effort"* (Nur Morat et al., 2020, p. 2).

3.3. YouTube and the English language

As written in the previous chapter on video, a teacher can use many ways to include and work with a video in a lesson. In view of the facts that there is a plethora of different YouTube channels and videos, it is up to the teacher to decide which content will be picked and worked with.

Firstly, it is possible to choose videos that are primarily intended for language learning. Different filters can be used in order to select a proper video. For instance, a language level and a video's focus can be chosen via the help of the YouTube filter. The teacher can also use it for finding videos aimed at a specific age category.

One of the most famous YouTubers creating language videos is, for instance, *Learn English with EnglishClass101.com* which should help learners with fast English learning. Another popular language video creator is BBC Learning English in which a new lesson is added every day. *Jennifer ESL* YouTube channels is then popular for those who enjoys videos led by a patient teacher. Jennifer's lessons *"cover all essential elements of language learning: listening, speaking, reading, writing, grammar, vocabulary, pronunciation and American culture"* (Gurr, 2020).

If the students' English is not developed enough to watch channels with the authentic language, it is possible to choose videos where English is combined with the students' mother tongue. An excellent representative of these videos is, for example, *Bronislav Sobotka*'s channel. Bronislav is an enthusiastic English teacher from Brno who tries to motivate students to love English with his positive attitude shown in the video (Sobotka, 2020). His videos are mostly in Czech. The advantage is that he relates everything to the Czech context and explains important issues in students' mother tongue. This way, errors caused by the translation from English are eliminated (Langová, 2018).

Secondly, instead of using videos with English educational content, it is possible to work with authentic videos in class. The teacher can integrate these using various viewing

techniques and tasks to enhance a student's learning process. When choosing this option, all the work of incorporating a video is up to the teacher who must choose a suitable video and then work with it in various didactic ways.

Thirdly, YouTube also offers the option when students can create their own content by uploading their own videos. As reported by Burke and Snyders (2008), by creating their own content on YouTube, students gain a deeper understanding of the issue. At the same time, they absorb not only the subject matter for which they have been creating the video, but they are also learning how to work with the technologies used during a process of a video's creation (Burke and Snyders, 2008).

Last but not least, YouTube can be great when motivating students to learn English from home. Due to its huge popularity among the current generation of students, YouTube can be helpful not only as a learning source in a class, but it can also serve as a tool for self-educating (Chintalapati and Daruri, 2017).

3.4. YouTube and its content

Disregarding the paid *Premium* service, most of the YouTube's content is free to watch for everyone with the internet connection day. Being free of charge was one of the main visions the founders put into the YouTube motto - '*Broadcast Yourself*'. The name YouTube itself can be divided into two parts. *You* refer to video creators being at the same time also users of this platform. *Tube* is an obsolete term for television. This fact probably has the effect on this platform being so popular.

Various public statistics state *"more than 48 hours of video content is uploaded every minute and 3 billion view are generated very day"* (Wattenhofer et al., 2020, p. 1). Hence, teachers can choose from a great number of an expanding portfolio of videos in different categories. The top ten most popular categories regardless of the gender include:

- Entertainment
- Music
- People and Blog
- Film
- Gaming

- Education
- Comedy
- Howto
- News
- Sports

(YouTube, 2019, ask.wonder.com)

This large online video database covering various areas of interest then allows the teacher to select videos that will be, for instance, with its content close to the students' interests. Furthermore, these videos might thematically fit into lessons due to their content and focus.

Summary

YouTube, a video-sharing website that was created 15 years ago. Due to its availability and large video base, it provides teachers a lot of video material that can be incorporated into lessons. It has undergone a significant development since its origination, when in the beginning the idea was to simply share online videos. Since then, its popularity has grown and many videos focusing on teaching and learning English have begun to appear there. In addition to these, teachers can also choose from a large number of videos belonging to different categories; and due to their diverse thematic content, they can incorporate them in lessons as well.

Practical part

The theoretical part focused on the current generation of learners, a (YouTube) video as a tool and its use in English lessons. The second part of this thesis is practical and deals with the focus of this thesis, which is the use of YouTube videos at lower-secondary schools in the Czech Republic. It comprises an analysis of the conducted research.

Firstly, it presents the research questions. The questionnaires are then introduced and followed by their analysis. This part of the thesis also contains three lesson plans which were taught in a class. Subsequently, the second questionnaire survey was distributed in the classes. These lesson plans might serve as a source of inspiration for teachers who would like to incorporate videos into their lessons.

Each lesson is followed by a reflection that highlights some of the problems which occurred during its realization as well as problems which may have appeared. Tips on how to deal with these problems or how to prevent them from happening are then suggested.

4. QUESTIONNAIRES

The questionnaire survey was carried out during October 2020 at Náklo Elementary School. This school was chosen because I have been working there as an English and Civics teacher since this September. Hence, it was more convenient to carry out the survey with students I know a bit and with whom I could try out the lessons without being stressed out.

The survey consisted of two stages. The first printed questionnaire was distributed to the students before the beginning of the lesson in which a video was used (*Before questionnaire*). Having participated in the lesson, the students afterwards filled in the second questionnaire (*After questionnaire*). Both surveys, which were given to students, were in the Czech language since I wanted to avoid complications and misunderstanding possibly caused by the lack of English knowledge.

The students were instructed on how to complete the questionnaires before filling them in and were given time to ask any questions they needed to fully understand the assignment. They were also informed that any information provided would remain confidential and would be used purely for the academic purposes.

4.1. Research aims and hypotheses

The research concentrates on the use of YouTube videos at lower-secondary schools. The first aim is to find out what attitude towards YouTube videos the current generation of students have and what their opinion on the use of these videos in English lessons is. The second aim is to determine if and how using videos in lessons can influence the learning process.

Based on the theoretical part and personal experience, two hypotheses for this thesis were created. The first one is that YouTube videos are used without the didactic support in English lessons. The second one is related to students' motivation. It is thought that YouTube videos contain motivational aspects for students to learn English.

As I already mentioned in the introduction, this thesis tries to find answers related to the use of a video in a class. Hence, the main research questions were determined in connection to the research aims. In order to answer these questions, the questionnaires and video lessons were created.

The main research questions are:

- Is the current generation of student used to a format of YouTube videos?
- Can the use of YouTube videos in lessons help to motivate learners?
- Is a video used with a didactic support, or is it just a way how filling the lesson?
- What are some of the obstacles which might appear when involving YouTube videos in the lessons?

4.2. Description of the school

This subchapter briefly describes the school where the lessons were taught and the questionnaire survey was conducted.

Náklo Elementary School is a small village school with a long tradition. As the name of the school suggests, it is in the village called Náklo with approximately 1,500 inhabitants. Being the only school in the village and due to its location, the school is also attended by students from the surrounding villages.

There are 213 students this year, out of which 102 are students from primary school and 111 are students attending the lower-secondary school. There is one class in each grade, only the seventh grade is divided into two classes, namely 7A and 7B. The teaching staff consists currently of fifteen teachers and three assistants.

Despite the fact of being a small school, it is relatively well equipped and has been continuously reconstructed. There are interactive whiteboards with overhead projectors in all classrooms. This year, the construction of three specialized classrooms was finished. One of the three new classrooms is a language laboratory with the *SmartClass+* system and a high-tech computer equipment.

English is taught since the first grade. First and second graders have English once a week. Third, fourth and fifth graders learn English three times a week. In the sixth grade, students have even four lessons of English per week. The rest of the lower secondary school has three English lessons weekly. As for the second foreign language starting in the seventh grade, students have no choice and are all required to learn German.

In the short time I have been working here, I have noticed that there are significant differences in the English level across the classes. Students are mostly used to following instructions in Czech. Thus, it is sometimes difficult for them to comprehend when a teacher is using English the entire lesson. For this reason, sixth graders were not involved

in the questionnaire survey since many of them have a very low level of English and it would have been quite unrealistic to implement demanding video lessons there.

4.3. Respondents

Questionnaires were distributed to 17 students including 4 boys and 13 girls in the seventh grade, 20 students with 14 boys and 6 girls in the eighth grade and 15 students with 7 boys and 8 girls in the ninth grade. In total, 52 *Before-questionnaires* and 52 *After-questionnaires* were collected. There were 24 males and 28 females in the sample. The age range of the participants was from 12 to 15.

4.3.1. 7th graders

I am the class teacher of the class I am about to describe. 7B is a mixed heterogenous group of 17 students. They have English lessons three times a week. On one hand, more than a half of the students in this class have excellent study results in English; and generally, they respond well. In addition, compared to the rest of their classmates, two students have above-average results and excel in both written and spoken form of the language.

On the other hand, there are also 3 below-average students who do not reach the English level that the students are supposed to have. They struggle with understanding assignments, they are often inattentive in class, and they fail to fulfil their responsibilities. Two of the mentioned students have a study supportive measures that must be considered when teaching. One boy does not speak at all during lessons and it is necessary not to force him to, because then he feels under too much pressure.

In general, this is a problem-free class which is very popular among teachers since the students work, are ambitious and are often enthusiastic about new tasks and activities. There is mostly a friendly and conflict-free atmosphere in 7B.

4.3.2. 8th graders

In this heterogenous class, boys predominate over girls. It is often reflected in the class discipline since there are 23 students out of which 16 are boys. However, only 20 students were present during the video lesson, with two boys and one girl missing from the total number. I do not normally teach English in this class. The video lesson was taught within a substituted lesson.

According to the class's English teacher, this is a class with significant fluctuations in terms of performance. There are 5 students who show a talent for languages and it is reflected in their study results. Then there is a group of about 10 students belonging to the average. Lastly, there are 3 students who are not able to follow instructions in English at all and lack the basic knowledge of grammatical structures.

However, it is a class which is willing to cooperate in activities and interacts well. The problems here are connected to maintaining the discipline due to the large group of learners as well as a higher number of boys who are noisier than the girls.

4.3.3. 9th graders

The ninth graders are divided into two groups due to the number of 29 students in this class. The division is according to whether they are planning on taking the upper secondary school entrance exams in Mathematics. They are also taught languages in these groups. The video lesson was presented to 15 learners out of which 7 were boys. Just as I do not normally teach the eighth graders, I do not teach English in this class either. Therefore, the video lesson was taught during the substituted lesson in October.

Their English teacher claims that it is difficult and challenging to motivate and force the students to speak English since they tend to respond in Czech or they do not respond at all. However, not every student is like that. There are 3 students who are ambitious and hard-working, especially compared to the rest of the class.

In general, the whole class (not just the examined group), is notorious for its bad reputation and disciplinary problems. Teachers do not like teaching them and often tend to teach only in the plenary form since any group work is sabotaged by the students.

4.4. Before questionnaire

As already written, the respondents were given two questionnaires. This chapter is dedicated to the analysis of the data from the first questionnaire (see Appendix 1.1), which was distributed before the very beginning of the video lesson. It was intended to find out what attitudes this generation generally has towards YouTube and how they are used to working with this tool in lessons.

The questionnaire consisted of a total of 10 questions, mostly of a multiple-choice character. Respondents had the opportunity to specify their answer in some of them or they could add something that was not mentioned in the options. Two questions were

open-ended. This structure of the questionnaire together with the combination of questions and the questionnaire length was chosen so that the respondents would not lose interest in completing it due to the excessive writing.

The questions and statements in the questionaries are analysed separately and are usually complemented by a graph with the frequency of replies. The graphs are then expressed by the number of respondents and percentages.

The first question was about gender i.e., whether the respondent was a boy or a girl. I have decided not to discuss this question separately, but to include it when comparing other questions if obvious differences between the sexes emerged.
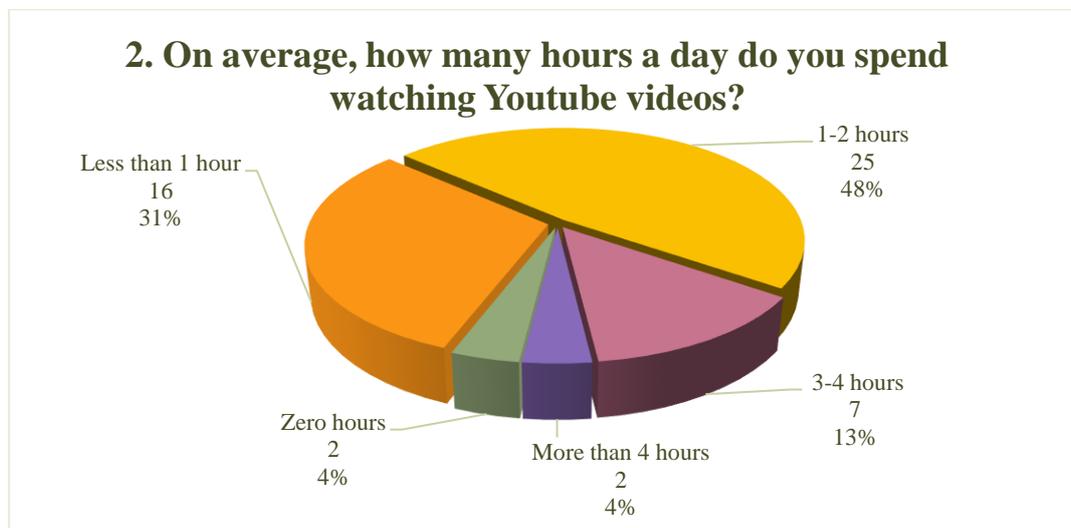
Figure 1: The time students spend watching YouTube videos

The theoretical part states that YouTube is something that is close to the current generation of students. Therefore, before handing out the questionnaires, it had been assumed that most students spend some time in a day on YouTube. As Figure 1 shows, this presumption has been confirmed since only 2 respondents said they spend no time watching YouTube videos.

The most common response for both sexes was 1 to 2 hours per day. This variant was chosen by a total of 25 respondents from the examined sample, i.e., almost a half. The second most popular answer chosen by 16 students was the option of less than one hour. 9 respondents then spend more than three hours watching videos, and two out of 9 even more than 4 hours a day.

If we were to calculate the lower limit of the answers for these 9 respondents, i.e., 3 hours, and compare this value in a relation to one day, we would find that these

respondents spend 1/8 of their day sitting in front of a computer screen, which is a large part of the day.

As can be seen from the obtained data, today's young people watch YouTube videos on daily basis. The difference is then the time they spend there and the content they watch (see Figures 3 for more information).
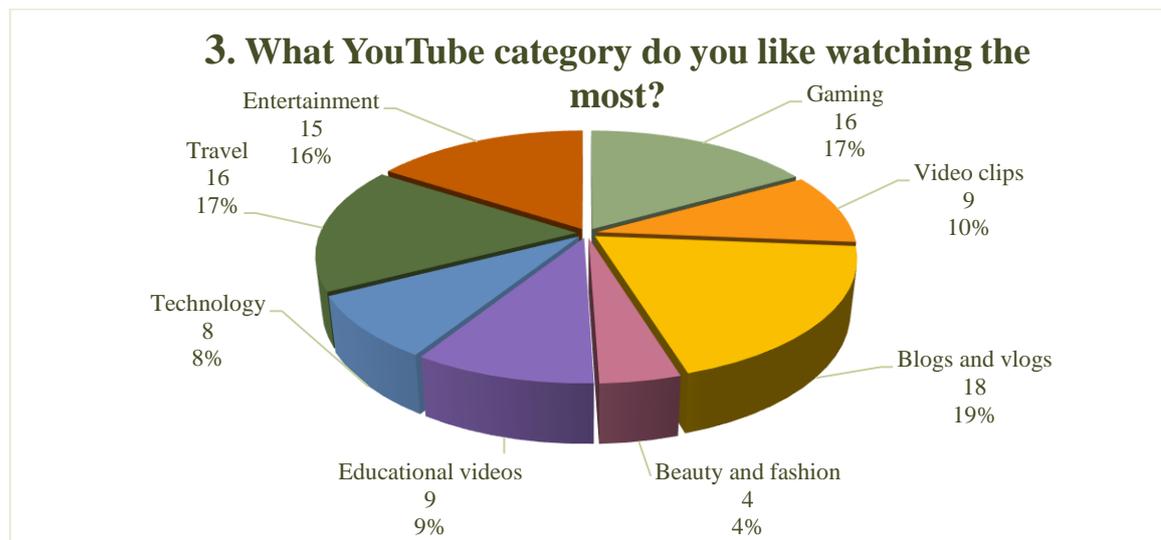

Figure 2: Favourite YouTube categories

This part of the questionnaire detects what categories of YouTube videos students prefer and like. Students could choose more than one option since it is likely they enjoy more categories than just one.

This question is important because the teacher can select individual videos based on the students' preferences. For instance, if it is discovered that one of the categories is not popular with the students at all, it is almost useless to involve it in the video lesson.

As depicted in the Figure 2, the respondents could choose from *gaming*, *video clips*, *blogs and vlogs*, *beauty and fashion*, *educational videos*, *technology*, *travel*, *entertainment* (e.g., funny videos, movies, TV series etc.) and more. In the section more, they could specify or add a category that was not mentioned, so they were not limited by the closed selection of options. Female respondents added *cooking*, *sports*, *biathlon*, and *ballet*. 2 votes were of the *DIY* (do it yourself) category. Boys mentioned with one vote for each – *challenges*, *culture*, *realia*, *documents*, *experiments*, and *animal videos*. Two males agreed on watching *prank videos*.

According to the categories' diversity, it was anticipated that there would be significant differences between the sexes. This was confirmed since the most frequent

answer for the girls was *blogs and vlogs*. It was chosen by 17 of them, which is 28% of the female sample. In contrast, only one male respondent identified this category as his favourite one. The second most popular category among female students, with 16 responses, was *entertainment*. And it was also the second most popular category with the boys since 9 of them circled this variant.

Gaming (chosen by 12) was number one category for the male respondents. On the contrary, the girls chose this option only 4 times. Other obvious difference was also in technique category since it is quite popular with the boys, specifically with 7 of them. The female respondents chose this option only once.

In summary, the most popular categories for both sexes are *entertainment* (25), *blogs and vlogs* (18), *gaming and travelling* (16). The least favourite category is *beauty and fashion* since it was chosen by 4 females. Categories *video clips* and *educational videos* are watched by 9 students and YouTube videos dealing with technique are popular among 8 respondents.

Students' responses show that there is quite a lot of diversity in the preferences of what they like. Areas such as *beauty and fashion* or *blogs and vlogs* are mostly entertaining for girls, while the technique category appeals more to boys. The teacher should use this as a basis for creating the lessons and rather choose categories that are fun and interesting for both sexes.

4. What are your favourite YouTube channels?

It was assumed that students spend certain time on YouTube, therefore I thought they would have their favourite channels or YouTubers. The answers could then serve as a source of inspiration when finding suitable videos for lessons. Surprisingly, the respondents' answers did not intersect much. For this reason, this question does not include a graph.

The only 2 YouTubers that were mentioned by both sexes were *Kovy* (5) who shoots videos in Czech, and *Expl0ited* (3) whose videos are in Slovak. The number in the brackets is the number of respondents who mentioned these names. Among the girls, Czech *Anna Šulc* and *Kateřina Kladivová* were mentioned twice. Boys wrote *Porty* (3) and *ViralErik* (2) who are both Czech creators. Slovak YouTuber *GoGoManTV* was mentioned by two males. The male respondents also wrote twice the name of an English YouTuber whose name is *Jake Paul*.

As for the representation of foreign YouTubers, they accounted for 22% from the whole sample. Thus, there were only 9 representatives of English-speaking YouTubers from a total of 41 mentioned YouTube channels. The remaining 32 were YouTubers speaking either Czech or Slovak in their videos.

The different preferences of students from the previous questions have been confirmed by the collected data. I had expected students would agree more on what they like watching. Therefore, from this point of view, it is not likely the teacher would be able to prepare a lesson based on students' preferences. This is not only because of the vast spectrum of responses, but also the fact that the students mentioned rather non-English speaking YouTubers.
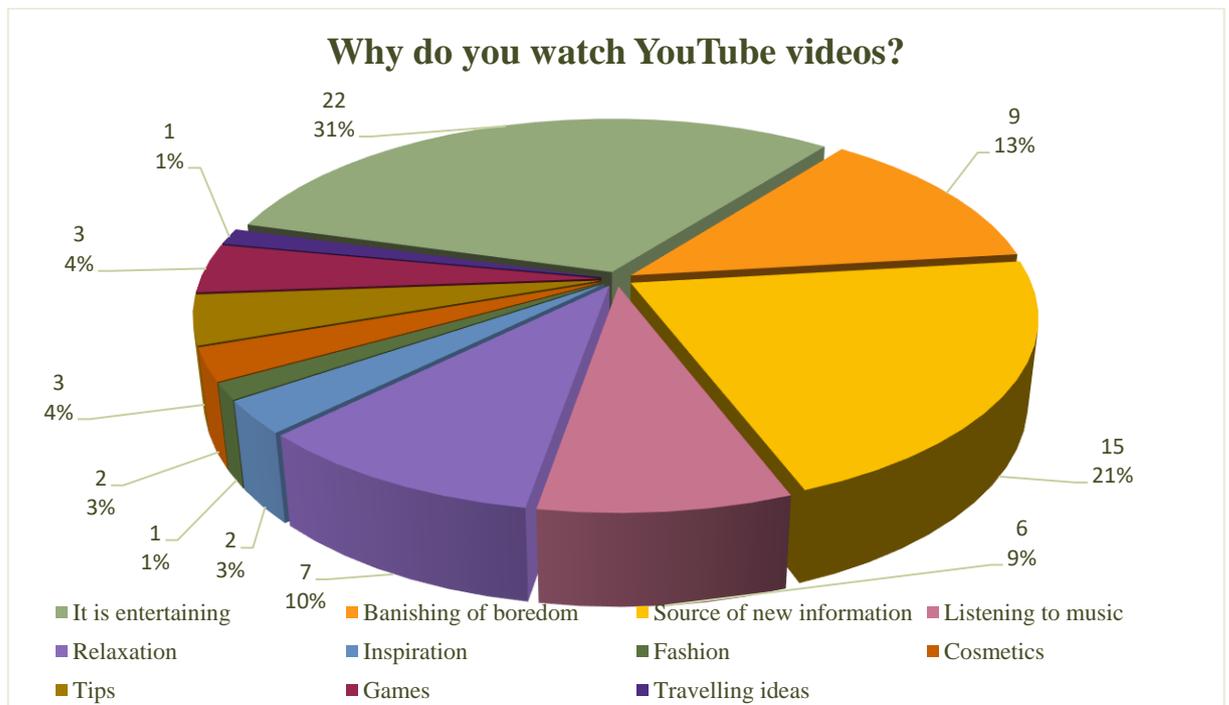
Figure 3: Students' reasons for watching YouTube videos

This question was supposed to explain the motive behind students spending their free time watching YouTube. The question was left open so that the respondents would not be subconsciously influenced by the already prescribed answers. Some of the respondents wrote more than one reason.

The answers to this question did not diverge much in the terms of different preferences between the sexes. As it can be seen from the results, a significant number of respondents (22) stated to watch videos because it is a source of entertainment for them. A similar response mentioned by 9 respondents was that YouTube helps them banish their

boredom. 15 students watch a video because they want to find out some new information and learn something interesting and new.

6 students watch YouTube as a part of listening to music. Relaxation was another reason mentioned by the respondents. The following ones – inspiration, fashion, cosmetics, tips, games, travelling ideas – were not represented in a greater number than maximum 3 respondents. For more detailed description see Figure 3.

The results show that the main motive for watching videos includes a fun element as well as a desire to learn something new. This outcome supports the theory described in Chapter 1. A teacher can use this finding in the lesson and choose a video which will be both entertaining and educational for the students. By following these steps, students might become more attentive when watching and working with a video content that is fun, educational and interesting for them at the same time.
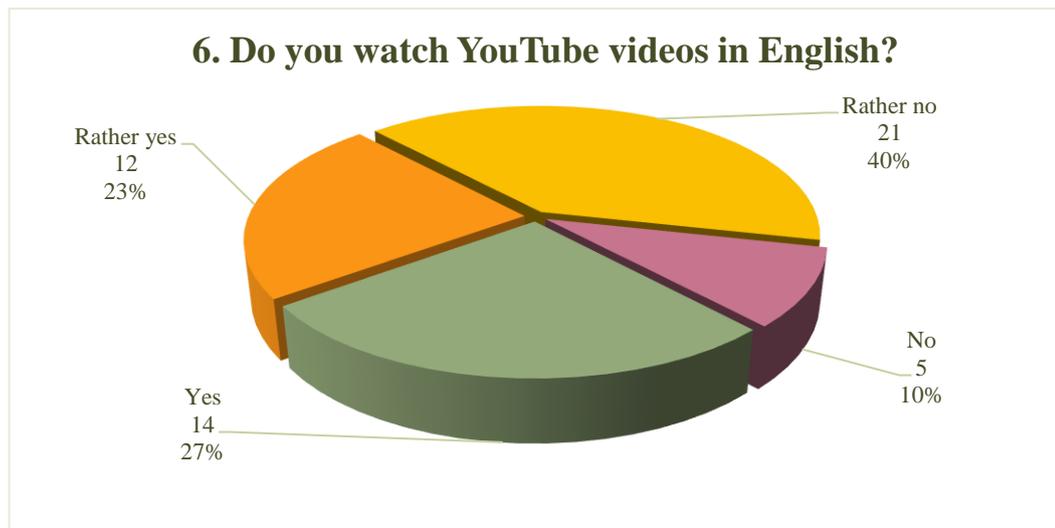
Figure 4: Attitudes towards watching YouTube videos in English

Four options were offered to the participants of the questionnaire. The answers were *yes*, *rather yes*, *rather no* and *no*. Exactly half of the respondents chose either *yes* (14) or *rather yes* (12) option. 21 students do not rather watch videos in English and 5 do not watch English videos at all. As for the differences between the males and females, the responses were mostly similar.

Considering the answers to the question number 4, where respondents had to name their favourite YouTubers and only 20% of them mentioned English-speaking ones, the results of this question are quite unexpected. Based on the answers to the fourth question, I would expect a much smaller proportion of those who watch videos in English.

However, this is a surprising finding that could have a positive effect in a class since it could be assumed that if children are used to watching English YouTube videos, it should not be so difficult for them to absorb and comprehend the information when the video is integrated.
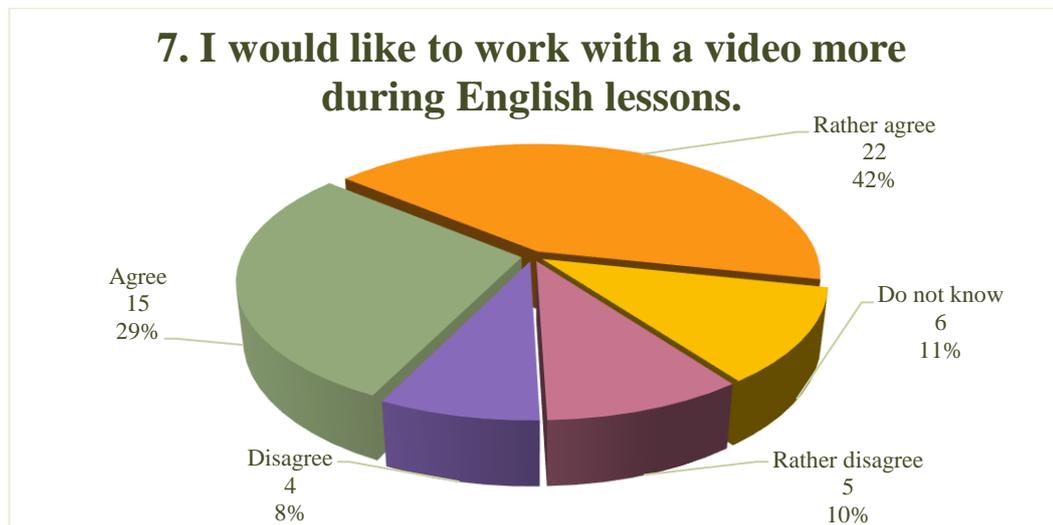
Figure 5: Students' opinion on working with videos

By including this statement, I wanted to find out what the students' opinion on engaging a video in class is before actually experiencing a video lesson. It was structured in a form of a statement. Respondents could choose from 5 options: *agree*, *rather agree*, *don't know*, *rather disagree*, and *disagree*.

37 respondents chose one of the two positive variants, of which 15 of them circled *agree* and 22 *rather agree*. 9 students answered negatively, which was represented by 5 votes for *rather disagree* and 4 for *disagree*. 6 respondents do not know whether they do or do not want to work with a video in their class.

There were not very striking differences between the boys and girls. All in all, the results show that students are rather interested in using a video which I evaluate positively because it is information that speaks for the favour of involving videos in English lessons.
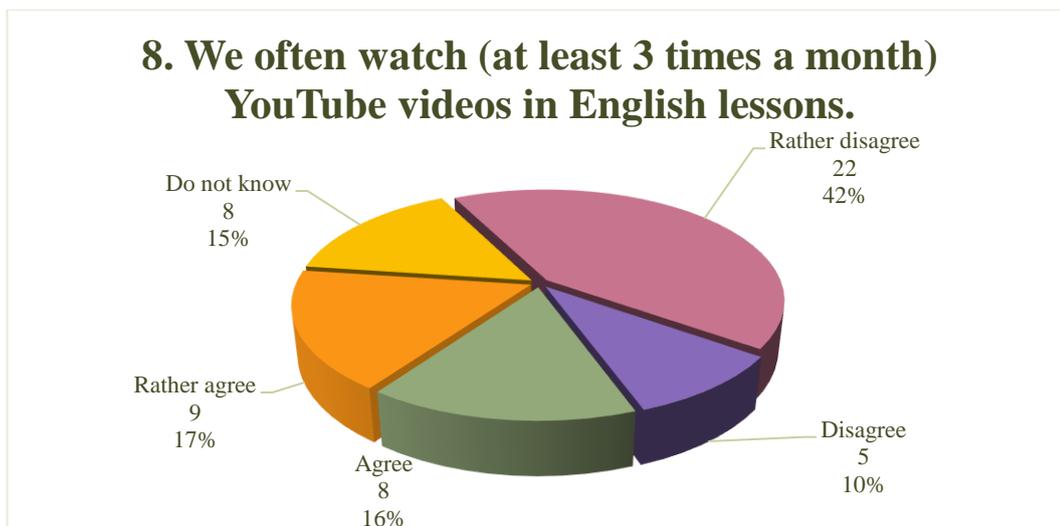
Figure 6: The frequency of watching YouTube videos

The results show that students mostly disagreed with this statement. Specifically, 22 of them rather think they do not watch YouTube videos often in class. 5 of them did not agree with the statement at all. 17 students agreed with the statement, when 8 chose the option *agree* and 9 *rather agree*. Surprisingly, the answer that they do not know appeared 8 times. However, it is difficult to deduce what might have been behind the fact that the students were not able to comment on this statement. It might have been the fact they had no opinion on the matter or that they simply could not assess it, or that the statement was not clear to them.

Taking the negative answers into account, they create a sample of 27 respondents. Thus, more than a half of the respondents (rather) do not agree with the above statement. Hence, it is possible to observe that a video is not used as frequently as it could be anticipated. However, there were also 17 respondents who agreed with the statement. This dispute might have been influenced by the situation that there were students from various classes and were originally taught by different teachers who probably had different attitudes toward working with a video.

To sum it up, students have certain experience with a video in class. However, this tool is not used as frequently given the fact that 27 respondents answered negatively.

9. If we watch videos in English, we work futher with them in various ways.

Do not know
3
6%

Rather disagree
17
33%

Rather agree
10
19%

Agree
4
8%

Disagree
18
34%
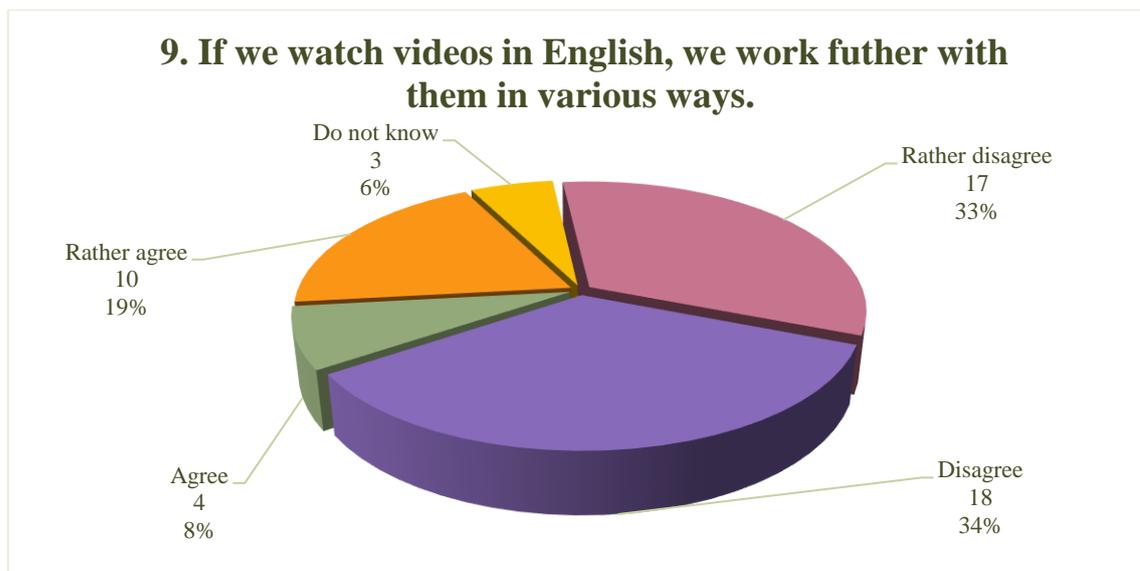
Figure 7: Students' opinion on the didactic support during video lessons

In this part of the questionnaire, another statement was introduced. The statement was to find out whether teachers use different techniques and didactic ways when using a video or if it serves only as a certain fill of time without the involvement of further developing tasks. The statement was specified in the brackets by the following examples – it helps to expand vocabulary, serves as a practical demonstration of grammar, is followed by other tasks etc. As with the questions 7 and 8, respondents had five options for their answers – *agree*, *rather agree*, *do not know*, *rather disagree*, and *disagree*. Equally to the previous statement, there were not any significant differences between sexes.

However, the results show a large disparity in positive and negative responses, exactly 67% of respondents who either agreed or rather agreed with the statement. Namely, there were 4 students who agreed and 10 who rather agreed. On the other hand, there was quite a great percentage – 27% of those who chose the negative options. It was represented by 17 respondents rather disagreeing and by 18 fully disagreeing. 3 people did not know whether the video is used with the didactic support in their lessons.

35 negative answers compared to 14 positive ones could suggest that the tendency to use a video without any other tasks that would help to increase the efficiency in learning prevails here. Hence, there is certainly a lot of room for improvement in this regard.
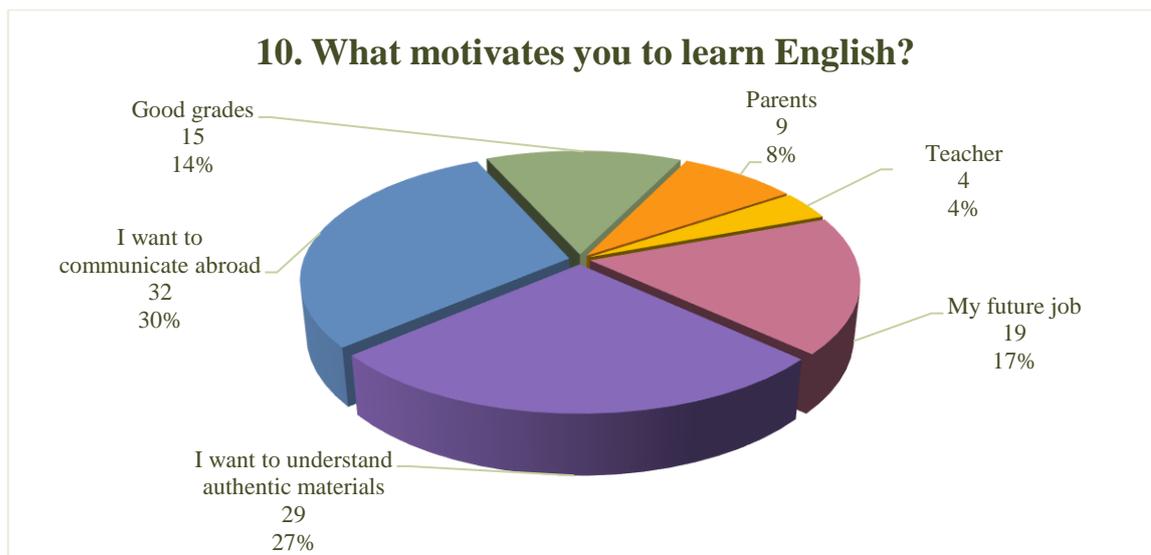
Figure 8: Students' motivation in English

As Chapter 1 describes, students can be motivated to learn by various stimuli. Therefore, the aim of this question was to find out how students are motivated to learn during English lessons. They had a choice of six prescribed variants plus they were given the opportunity to add some information if it had not been mentioned in the variants. Due to the fact that students' motivation can be influenced by more circumstances and situations, they could circle more options.

The main reason why the students learn English is that they want to communicate in English abroad. This option was chosen by 19 girls and 13 boys, i.e., a total of 32 respondents. 3 less respondents (29) mentioned that they learn English in order to understand authentic materials in English, namely films, videos, songs, books etc. The third biggest motive for learning English is students' future professions. Specifically, 19 respondents want to learn English because of their future careers.

15 respondents learn English to have good grades and 9 respondents are motivated by their parents. It was quite disappointing that the option with a teacher as a motivating factor was picked only 4 times. I would expect the teacher to have a greater influence on the students' motivation.

Students could add their own ideas. Their further education was mentioned by 3 respondents as another reason for learning English. One female stated she enjoys English and wants to learn new things and improve more in the language. Surprisingly, two students mentioned they learn English to obtain a language certificate. It is quite admirable at this young age that students might have such ambitions while studying at the elementary school. 1 respondent mentioned he is motivated by his older brother.

Therefore, not only parents can positively influence students' motivation, but also other family members can play a part in this.

Summary

This questionnaire described students' experience with YouTube videos and the involvement of these videos when learning English. Generally, YouTube is something the current generation of students enjoys, and it is a way of how they spend their free time. They do not like YouTube only because it contains an entertaining element. They also, for instance, use it as means of gathering new information or a source of inspiration. YouTube videos are used to some extent in classes; however, it is not always supported by didactic tasks.

Students from the lower secondary schools prefer Czech and Slovak YouTube scene over the English-speaking one. Nevertheless, there are some students who enjoy watching videos in English as well. To be able to understand videos in English was also one of the reasons why students want to learn English. Hence, it is appropriate and meaningful to involve English videos when teaching English.

4.5. After questionnaire

This subchapter provides a commentary and analyses the result of the second questionnaire, which was distributed to students after experiencing a video lesson. It aims to identify difficulties that students may encounter when working with a video. Further, it tries to find out what influence the video had and whether a video can help students in their learning process.

The questionnaire consists of 8 multiple-choice questions. In some of them, respondents were given the opportunity to fill in the other field if they were missing some information in the already pre-described options. As with the previous questionnaire, the first question concerning gender is not addressed separately, but the proportional distribution between males and females is always shown in the attached tables for each section of the questionnaire. Due to the fact that there were no significant differences between sexes, this aspect is not further commented. The individual questions and statements are provided with graphs.
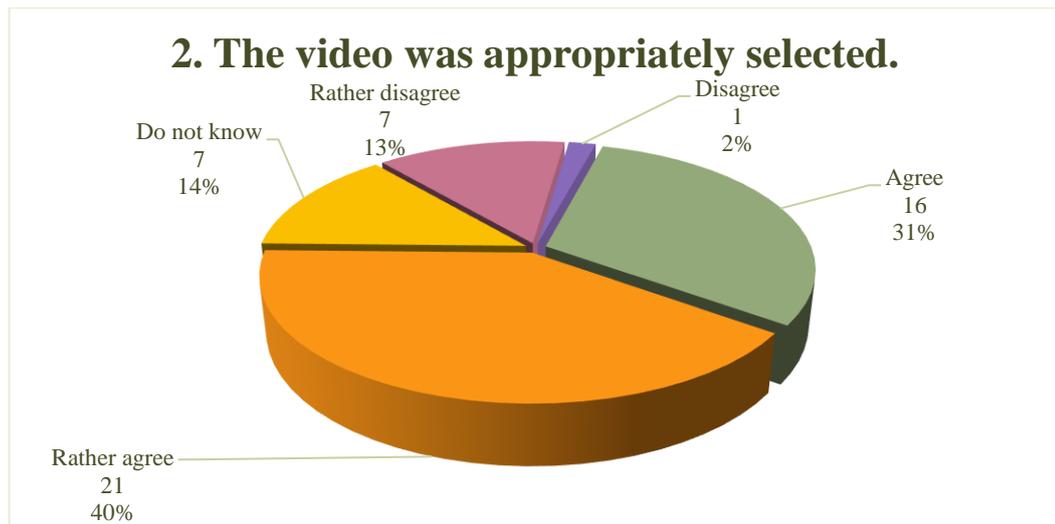
Figure 9: Students' opinion on the selection of the video

This statement was aimed to find out whether the video was appropriately chosen according to the students. They had a choice between the 5 following options: *agree*, *rather agree*, *do not know*, *rather disagree*, and *disagree*.

The most frequently chosen option was the second one – *rather agree* (21). 16 students then agreed with the statement and thought the video was appropriately chosen. On the other hand, a total of 8 students thought the video was not chosen well. Specifically, 1 disagreed and 7 respondents rather disagreed with the statement. 7 students were not able to assess the appropriateness of the video, therefore they chose the option *I do not know*.

If a teacher wants a feedback on a specific video, it is necessary to divide the questionnaires according to classes and lessons, so that it would be clear which video the students found suitable and which not. Due to the nature of the questionnaire, this part is not included in the paper.

3. What was the most difficult for you when working with the video?

Difficult English
32
37%

They spoke too fast
35
41%

I am not used to this kind of work
12
14%

The video tasks were too demanding
3
3%

I did not have any problems.
4
5%
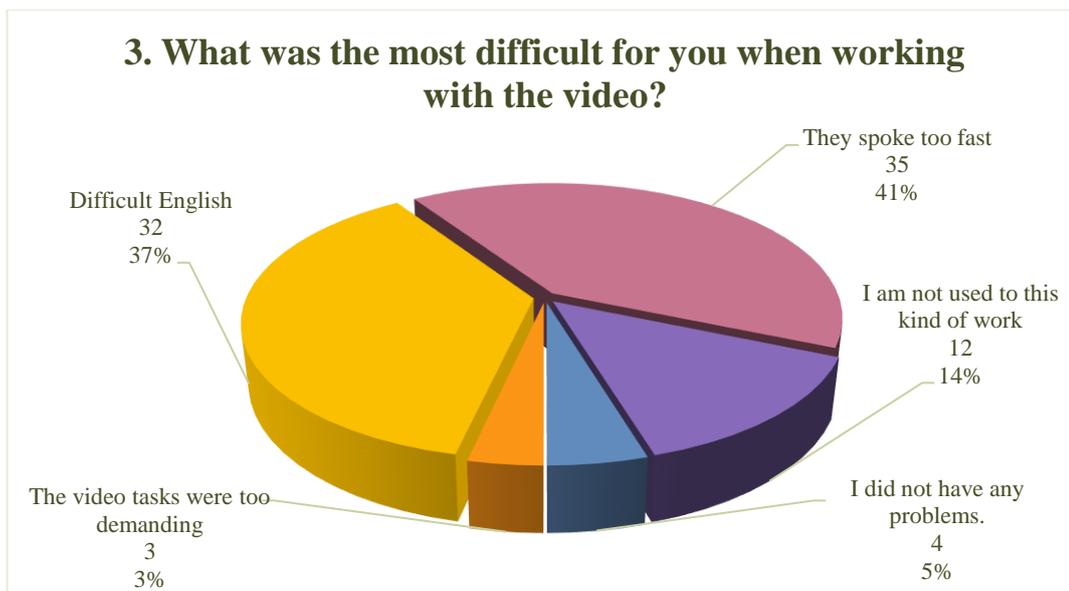
Figure 10: Difficulties students experienced while working with the video

Students might come across various obstacles when working with a video. Therefore, this question provides information about what might be difficult for students. Respondents were presented with several options, where they could choose more than just one. They could also add their own opinion or specify something that complicated their activity.

The biggest problem for the respondents was the speed of the speech. 35 of them chose the variant that people in the video had spoken too fast. A similarly frequent problem with 32 votes was that they found English in the video too difficult. This was probably influenced by the fact that many of them are not used to authentic English, as they mostly work with textbooks which contain modified versions of English.

The third most common problem marked by the respondents was not being used to this way of working in lessons. This might have been influenced, for example, by the fact that the teacher does not use a video in lessons or does not further work with it. Therefore, it could have been difficult for the students to start working differently than they had been used to. A relatively smart part of the respondents (6) considered the problem with understanding the assignment as the most difficult thing. 3 respondents then marked the video tasks as the most demanding.

Regarding the respondents' completion of this question, aspects such as ambient noise, background interference and video volume were mentioned. Hence in addition to the above obstacles, the quality of sound is another area a teacher must consider when choosing a suitable video.

4. Using the video made the lesson entertaining.

Rather agree
22
42%

Agree
15
29%

Do not know
8
15%

Disagree
5
10%

Rather disagree
2
4%
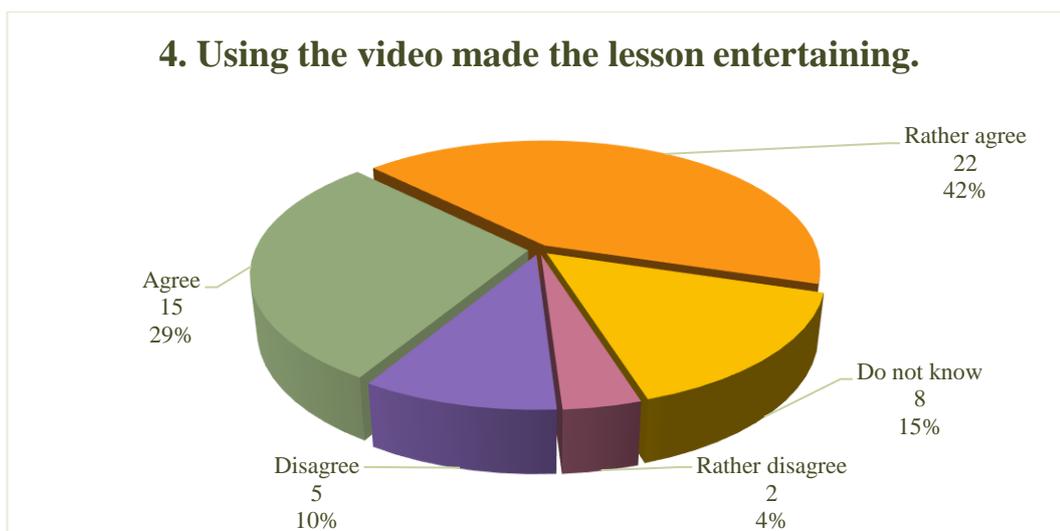
Figure 11: Students' opinion on the video's influence

The previous part of the questionnaire showed that video is entertaining for students. This statement serves as a way to find out whether the use of a video can make the lesson entertaining as well. The respondents could again choose between 5 variants of answers as they did in the question number 2.

The most frequent answer was *I rather agree*, marked by 22 respondents. 15 respondents agreed with the statement and thought the video and the accompanying tasks made the lesson entertaining. Surprisingly, 8 students did not know. I find it uncommon since it should be quite easy to decide for a person whether he or she enjoys something or not. As for the negative responses, there were 7 of that kind. 2 respondents rather did not agree and 5 though the video did not make the lesson entertaining.

Thinking about the results, on one hand, it can be assumed a video is something that can enliven the lesson and bring the fun element into it since 37 respondents answered positively in this matter. In addition, this statement was also confirmed in the part where students had the opportunity to justify their opinions. One respondent wrote it is something they do not do often, and she enjoyed it. Another one added that it is a good way for extending one's vocabulary.

On the other hand, it is necessary to assume that not every procedure, method or a video might be suitable and beneficial for all students. Therefore, it is a must to alternate between various tasks and techniques in order to prevent the lessons from being stereotypical and boring.
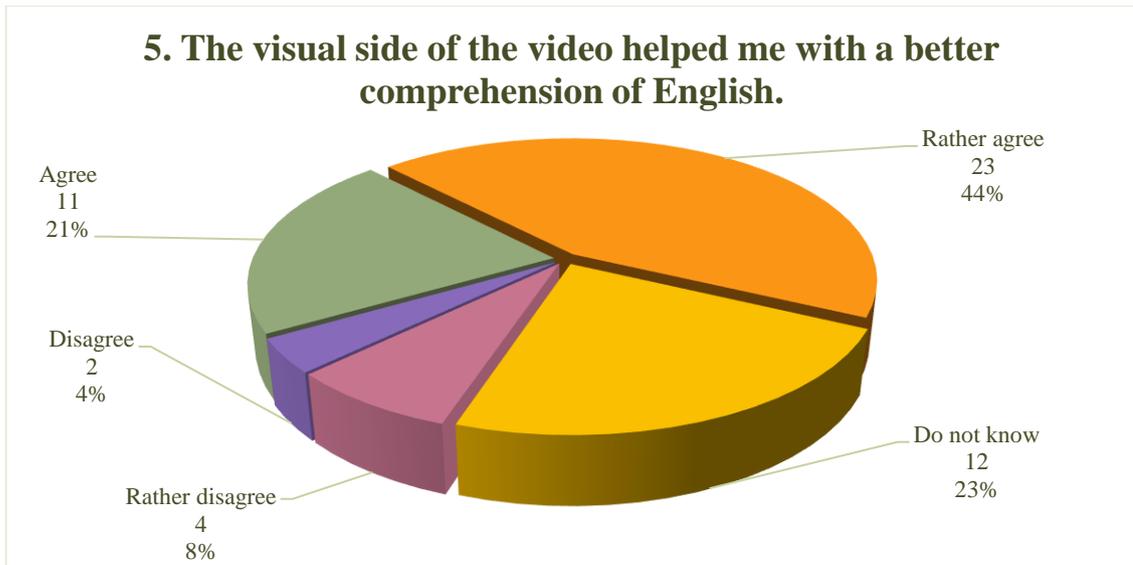
Figure 12: Students' opinion on the visual side of a video

Teaching aids enhance both the teaching as well as the learning process. Therefore, it was important to detect if the visual side of a video is helpful in better comprehension. As with the previous questions, the respondents had a choice of five closed options.

The results showed that the video helped greatly in better understanding, given that 11 respondents agreed and 23 rather agreed with the statement. Only a small number (4) of students rather disagreed and 2 of them disagreed. 12 respondents did know whether the video and its visual side had helped them.

Based on the results, it can be assumed that when the video is chosen properly, it is certainly helpful when it comes to the language comprehension.
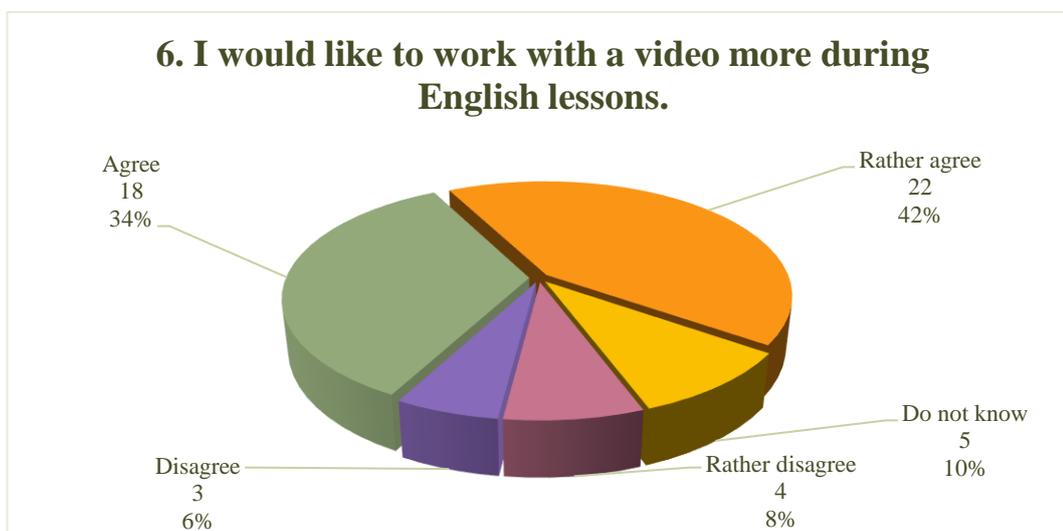
The same statement was included in the first questionnaire. The purpose here was to find out whether the attitude of the students has changed in any way after having participated in the video lesson. Luckily, using the video did not discourage students and compared to the situation before the lesson, there was even a slight improvement in numbers.

At the beginning, 15 respondents chose the option they would like to work more with a video. After the lesson, this number increased to 18. As in the *Before questionnaire*, the number of respondents who rather agreed remained the same (22). The number of people who did not know dropped by one to 5 respondents. A total of 7 students did not agree with using the video more. Specifically, it was 4 respondents who voted for *rather disagree* and 3 of them chose *to disagree*. Compared to the first questionnaire, the value in negative answers changed as well (from 9 to 7).

It is clear from the results that there was no negative change in terms of the involvement and usage of a video in class. On contrary, there was a slight turn for better, when the respondents wanted to work more with a video after they had experienced the video lesson. The data can serve as a sort of feedback for the teacher.
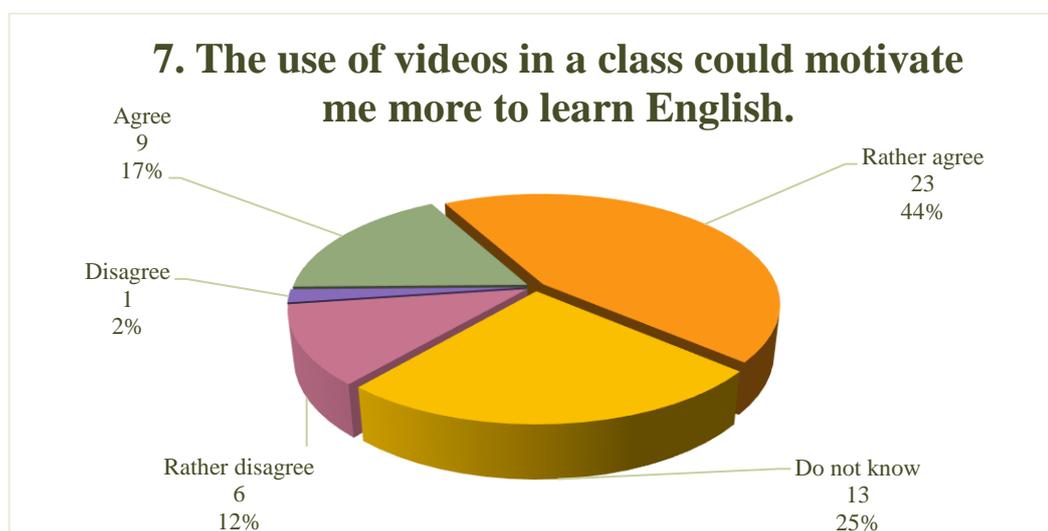
Figure 14: Students' motivation in connection with a video

The penultimate item of this questionnaire focused on students' motivation. The objective was to find out whether using videos could in any way motivate students to learn English. The highest number of respondents (23) chose the option *rather agree*. Surprisingly, 13 respondents did not know. This was the second most frequently chosen

option. I assume that it might have been difficult for students to decide on it based on one lesson.

The third most marked answer was *agree*. Specifically, 9 respondents agreed with the statement. If this number is added to the 23 rather agreeing respondents, we get 32 respondents which is 61%, i.e., more than a half. Only 7 students perceive the video as not motivating.

Looking at the results, it is clear that a video can be a motivating factor for English learners. However, it is always necessary to consider that not all students feel the same about the matter; thus, a teacher must use a combination of multiple means and options to motivate the students.

8. A video could help me improve in English:

Pronunciation
33
46%

Nothing
1
1%

Grammar
15
21%

Vocabulary
23
32%
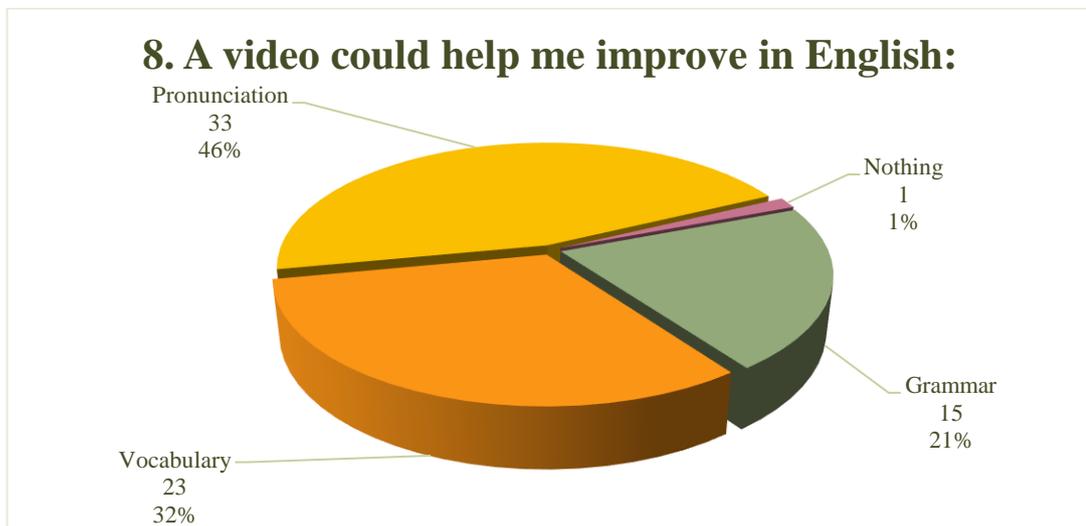
Figure 15: Areas in which a video could help improve students' English

After stating that it is obvious that a video can have an effect on students' motivation, it is important to establish which areas of English can be positively influenced by using videos. Therefore, the last part of the questionnaire deals with the issue of the video's learning outcome. The respondents could choose one or more options in which they thought a video could assist them in improving their English. The options included *grammar*, *vocabulary*, *pronunciation*, and *nothing*. Additionally, they could add their own ideas.

Pronunciation was the most frequent answer. It was marked by 33 respondents. 23 respondents thought the video can help them to improve their vocabulary. The area of *grammar* was selected by 15 respondents. I evaluate positively the fact that only one respondent thought the video is not helpful in any case.

Although not all the respondents agreed with using a video in lessons in the sixth question, it is quite surprising that all respondents except for one thought that a video could help them to improve English in some way. Thus, I appreciate that even though some of them do not want to work with videos, they realize that a video could be beneficial for them. This can encourage a teacher when implementing a video in the lessons.

Regarding the part where the respondents could add their own notes, they mostly mentioned better comprehension of slang and easier comprehension of the video as a whole. The second one was written by 4 respondents.

Summary

The second questionnaire ascertained how the respondents' attitude toward the use of a video changed and how they generally perceived the video lesson. Based on the results, it can be claimed that when the video is appropriately selected, its visual side can be helpful with the comprehension of the language. A large proportion of the respondents also confirmed that a video can be a motivating factor in learning English. Furthermore, it is something that can bring the entertainment into the lessons. The language area in which a video can help the most is pronunciation.

Even though a video might have many positive effects on students, it is always necessary to consider its suitability for each group of learners. The questionnaire showed that the respondents struggled the most with the speed of speech. Therefore, the teacher must always carefully choose a video fitting the English level of the students. On top of that, when choosing a video, disturbing sound elements and the sound quality in general might be another problem a teacher can encounter. Hence, he or she should try to avoid these sound problems by choosing a video with good quality of the sound. Another option is to choose a video with a helpful visual side that could substitute for some of the disruptive sound obstacles.

5. LESSONS

As already mentioned above, three lesson plans are included in this thesis. Three lessons were taught according to these plans; and the questionnaire surveys were realized in the connection with them. Each lesson plan is supplemented by a reflection providing the insight into the lesson. The lessons are then followed by some obstacles a teacher might encounter when using a video in lessons. Some suggestions how to prevent these problems from occurring are mentioned.

5.1. Lesson Plan 1 – *Justin Bieber Goes Undercover at the 'Friends' Set*

Class:	7th graders
Length of class:	45 minutes
Theme:	The Imperative
Source materials:	Video - https://www.youtube.com/watch?v= lvjc2Z48qR8&ab_channel=TheEllenShow, Worksheet with questions, Worksheet with the script and Set of pictures (for all see Appendix 2.1)
Class profile:	The class consists of 17 students (6 men, 8 women) from the Elementary School Náklo. They are students aged from 12 to 13. All of them have already some knowledge of imperative.
Aims:	The learners will be able to respond to different commands in the imperative form. They will be able to create their own examples of the imperative and sentences with *Let's*. The learners will be able detect examples of some imperative sentences in the video.
Personal aim:	To provide listening practise through watching a video.
Organization forms:	Plenary – to demonstrate grammar, group and pair Work

Lesson's procedure

Timing	Procedure
5 minutes	**Introduction** **Pre-viewing tasks** • Students answering the questions about 'Friends' and Justin Bieber (PowerPoint presentation with pictures and questions)
10 minutes	**1st viewing – *Sound without vision*** • Ordering of pictures from the video in pairs • Correct order is checked
7 minutes	**2nd viewing – Video is played normally** • Without looking on the second page, answering the questions from the worksheet (everybody individually) • Answers are checked together with the help of PPT presentation
7 minutes	**3rd viewing for the Imperative** • Completing the second page of the worksheet • In groups – correcting errors
10 minutes	**Post-viewing – grammar revision of the Imperative X Let's + verb** • In groups – brainstorming the rules concerning the creation of the Imperative (with the help of the text) • Plenary – grammar points
6 minutes	**Come up with your own command game** • Students practising the Imperative in 2 groups
Extra time	**Answering the questions from the presentation**

Description of the lesson

This lesson was taught in the seventh grade. The basis is a video in which a Canadian pop singer appears. I chose this video because I assumed Justin Bieber is a personality who would be known among the students, so I hoped it could be something that would interest them. There are also some references to the TV series *Friends*. Although, it is an older series, which aired from 1994 to 2004, it is still a phenomenon that is popular throughout the generations. Both mentioned aspects relate to popular culture.

In the beginning, the students were warmed up with the use of questions about Justin Bieber. Examples of some questions can be seen in the attached presentation that is part of Appendix 2.1. This was followed by a few questions related to the series *Friends* because the café where the series was filmed is the scene of the video.

These pre-viewing questions were followed by the first usage of the video when it was done with the help of *the sound without vision* technique. Pairs of students were given a set of pictures from the video. They had to put the pictures into the right order with the help of the audio from the video. The video was not shown this time. The answers were checked together in the plenary.

During the second viewing, the video was played normally, i.e., also with the visual side. The students had to answer the questions from the first worksheet. This task was done individually. I tried to select questions which were accompanied by some visible objects or gestures so it would be easier for the students to comprehend. After having watched the video, the correctness check took place again, when the students exchanged the worksheets.

The last viewing focused on grammar of the imperative. There are many examples of this grammatical phenomenon in the video. In addition, the video also contains a lot of expressions with the Let's plus verb structure. The students were given worksheet II in which they had the task of adding imperatives to the video script.

Based on the grammar examples from the video, we repeated and explained the rules concerning the imperative. We also explained the difference between the use of the imperative and the Let's structure. In the last part of the lesson, I divided the students into two groups. They had to try to give different commands with the imperative and the Let's structure. There was no time left for the extra questions.

Reflection

This lesson served as a revision of the imperative. But it could have been used also as an introduction to this grammar when students would deduce the grammatical rules from the video script.

I evaluate the lesson's course and timing positively because I managed everything I had planned. This might have been influenced by the fact that I had already taught this lesson once in March before the schools were closed. In the training phase, I had problems with the internet connection, and the video was sometimes choppy. Therefore, I anticipated something like this would happen again and prepared a video backup.

As for the cooperation in this class, most students were willing to answer questions and volunteer when it was needed. This it is a class where teachers like teaching because there is a pleasant atmosphere and good students which was also true for the video lesson.

It was apparent that students enjoyed the video because some of them were humming to the song by Billie Eilish which played in the video background. However, I was quite surprised that most students did not like Justin, but they seemed to like *Friends* since they were willing to talk about it in English more than they were about the singer.

As for the task, where they had to order the pictures, it seemed to me that some of the students struggled with it. This was confirmed during the subsequent correction, when not every student had the order of the pictures correctly arranged. Though, I expected it bit since it was a rather difficult task and try to encourage students that it was okay to have some errors so they would not lose their interest in doing the following tasks.

According to the students' reaction, the part with the comprehension questions was the easiest. This might have been due to the fact that the questions were accompanied by pictures in the presentation, or because the questions were quite easy to answer for the students.

The last part of the viewing activities was played twice since the students asked for it. It was too difficult to watch the video and write the answers at the same time for them. After the second viewing, however, they all completed the task and most of them handled it well.

It was convenient that there were differences between the imperative and let´s structure in the video because students had already forgotten it, so was useful to repeat and explain the rules with the help of the script again. The last activity in the video lesson went smoothly. The only small obstacle was that the less talented students did not understand the instruction, thus, I had to explain the rules in Czech.

5.2. Lesson Plan 2 – *HOW2: How to be big!*

Class: 8th graders

Length of class: 45 minutes

Theme: *Synonyms – phrasal verbs*

Source materials: Video -
https://www.youtube.com/watch?v=VbVRJNV92
OM&ab_channel=AnnoyingOrange, Worksheet
(Appendix 2.2)

Class profile: The class consists of 20 students (14 boys, 6 girls)
from the Elementary School Náklo. They are
students aged from 13 to 14. All of them have
already some knowledge of using synonyms.

Aims: The learners will be able to come up with examples
of synonyms related to a video.
They will be able to describe a video using the new
vocabulary.

Personal aim: To give clear instructions and create good
conditions for listening.

Organization forms: Individual work, group and pair work

Lesson's Procedure

Timing	Procedure
8 minutes	**Introduction** **Pre-viewing tasks** • Defining synonyms + examples • Finding synonyms to word big (task 1 and 2 in the worksheet – Appendix 2.2)
10 minutes	**Group work – What can you do to become big?** • Students brainstorming the ideas in groups and then presenting them • Ideas are written on the board
7 minutes	**1st viewing – Predicting** • A sequence is played (00:00-00:36) • In pairs, predicting what advice is given to Little Apple (Worksheet task 4 – pictures) • Ideas are introduced and checked
7 minutes	**2nd viewing – finding the synonyms** • Matching the synonyms from the worksheet (individually) • Peer correction
5 minutes	**3rd viewing – T/F questions** • Students answering the questions from the worksheet
8 minutes	**Post-viewing task – retelling the story** • Students retelling the story using the new words (in pairs) • Making notes and then presenting in front of the class

Description of the lesson

The theoretical part of this thesis lists top ten popular categories of videos. Originally, I wanted to include one of these categories and implement a video from these categories in the lesson. I chose the *Howto* category. While searching for a suitable video, I came across the *Annoying Orange* channel, which has millions of subscribers. Therefore, I changed my mind and included a video made by this popular creator instead of a typical *Howto* video.

At the beginning, we all recalled collectively what synonyms were; and the students then gave their own examples. As part of the *pre-viewing* task, they then tried to find us many synonyms for the word *big* in pairs. Afterwards, I gave them the worksheet, where they had to find the synonyms. To check their answers, some students were asked to present their answers.

After completing this task, I divided the pairs into groups of four students. These groups were given the task of brainstorming different ideas on the topic *What can you do to become big?* Their ideas were then written in the form of a mind map on the whiteboard.

This was followed by a section with the first viewing. The groups remained the same for this task. Students watched a short sequence of the video. Then the video was stopped, and I asked students to predict what advice would be given to Little Apple in order to become big. The picture of the worksheet was meant to help them. Their ideas were again written on the board and compared with the rest of the video later.

In the next viewing, the students searched for synonyms. They were asked to do it individually. While watching the video, they had to connect the words said in the video with their synonyms. This task can be found in the worksheet under the number 5. After this task was completed, they exchanged their worksheet and checked their classmate's answers.

In the last part of the lesson, the students watched the video again and answered true and false statements from the worksheet. Afterwards, I instructed them to use the synonyms from exercise number 5 and retell the story of the video using either the blue or purple words. This activity was done in the pairs. At the end, some students were asked to present this task in front of the class.

Reflection

This lesson was more difficult to prepare than the previous one because I do not normally teach English in this class and I did not know what to expect regarding the students' performance and activity. I teach Civics in this class and it is often difficult to maintain discipline there since the students are often loud. However, they are active and responsive. This was also confirmed during the video lesson. If a question was asked, they answered willingly.

I had to deal with an audio problem in this lesson. Hence, the video was played using a spare speaker, which probably affected the sound quality of the video. Despite the problem with the sound, the students seemed to enjoy the video. A couple of students were even familiar with these videos.

I consider the beginning to be the most demanding part of the lesson. I took a while for the students to understand what the task was. Coming up with their own

examples of synonyms was problematic in general so I chose a method where I told them a few examples of the words and they tried to find the synonyms using dictionaries.

The students were divided into groups in the next part of the lesson. It is a class where they like working in groups and it was apparent that some students felt safer to use the language in smaller groups. Therefore, I did not force them to speak aloud in front of the class and only the volunteers presented the ideas of their group.

In the part where the students had to predict what advice would be given, a lot of errors in grammar occurred. Hence, the next time, I will explain what tenses they should use in advance.

According to the number of correct answers, the second viewing was probably the easiest. I had not expected that and had predicted problem would occur. Originally, I had wanted to give students only one part of the words and they would have been looking for the other part of the words themselves. However, I changed my mind due to the difficultness of this task.

The last part of the lesson was devoted to retelling of the story. It was shown that not everyone understood the assignment so next time I will check in advance to see if everyone understands the instructions.

5.3. Lesson Plan 3 – *Job Interview*

Class:	9th graders
Length of class:	45 minutes
Theme:	*Job Interview*
Source materials:	**Video 1** – SINGH, Lilly. If Job Interview Were Honest [online]. 2018. Retrieved from: https://www.youtube.com/watch?v=eTUMXeRwm7A&ab_channel=LillySingh
	Video 2 – UTRECHT UNIVERSITY. How to prepare for a job interview [online]. 2017. Retrieved from: https://www.youtube.com/watch?v=enD8mK9Zvwo&ab_channel=UtrechtUniversity
	Lilly´s script, Worksheet, Questions, Set of words, PowerPoint presentation (for all see Appendix 2.3)
Class profile:	The class consists of 15 students (8 boys, 7 girls) from the Elementary School Náklo. They are students aged from 14 to 15. They have some knowledge of past, present and future tenses.
Aims:	The learners will be able to respond to questions that might occur during a job interview. They will be able to create their own questions related to this topic.
Personal aim:	To develop learners' vocabulary to talk about jobs and the interview process
Organization forms:	Plenary, individual work, group and pair work

Lesson's procedure

Timing	Procedure
5 minutes	**Introduction** **Pre-viewing tasks** • Deducing the lesson's topic • Filling in the script (see Appendix 2.3) – in pairs
7 minutes	**1st viewing (Video 1) – *Completing the dialogue*** • Listening and completing the dialogues • Comparing the answers with the pre-viewing answers – plenary
3 minutes	**Brainstorming** • Brainstorming of questions related to job interviews – the whole class
4 minutes	**1st viewing (Video 2) – *Choosing words*** • In pairs, competing who has more words at the end
7 minutes	**2nd viewing – *Making notes*** • Watching the video and making notes - individually • Tips are written on the board
6 minutes	**Post-viewing activities – questions asked in job interviews** • Plenary – questions are explained, and useful expressions are presented (PPT)
13 minutes	**Role-plays** • **Practising of a job interview** – in pairs
Extra time	**Completing the worksheet** https://eslflow.com/wp-content/uploads/2018/09/Job-interview-expressions-phrases-1-2018.pdf

Description of the lesson

I chose this lesson's topic because the students are in their last grade and the time when they will apply for their first job is approaching. In addition, I teach Civics in this class and they were just learning about the topic in this subject. Therefore, it seemed appropriate and useful to connect it with the English lesson.

At the beginning of the lesson, I asked the students to try to deduce the lesson's topic based on the Lilly's script. In pairs, they had to add words to the blank spaces into the script. I told them to write the words above the lines, so they could fill in the correct answers later.

This *pre-viewing* activity was followed by watching the first video where students completed the dialogues, and the correctness of these answers was compared with what

they had written above the gapped spaces. Based on viewing the first video, we brainstormed some questions a person might be asked during a job interview.

In the next activity, I divided the students into pairs and gave them cut-out words (see Appendix 2.3). The task was to quickly catch the word when it was mentioned in the second video. The one who had more cards won. Later, the unknown words were explained.

During the second viewing of the second video, students tried the activity of *taking notes*. Later, these notes were summarized, and some tips were written on the board. Based on these tips and added useful phrases and questions (see Appendix 2.3), I explained what questions they might hear during a job interview. We also mentioned some useful phrases which they might use when being interviewed.

The students used the questions and phrases in the last task of the lesson. They were supposed to do role-plays using the expressions and some of the questions which had been introduced to them. Students simulated a job interview.

Reflection

This lesson was the most challenging for me, as it is a problematic class, and it is often difficult to motivate these students. I teach Civics and Financial literacy there, so I knew what to expect. Therefore, based on the experience I have with these students, I was afraid that the course of the lesson would be disrupted by their inappropriate behaviour.

Fortunately, the class is divided into two halves, so there were not so many students who could disrupt the lesson. At first, the students did not want to cooperate at all, but it changed over the course of the lesson. The problem arose during the introduction of the topic because they did not understand the task and then were too slow in completing it. The process took longer than I had expected. This could have been due to the unknown vocabulary or the lack of intrinsic motivation to learn the language.

However, the students started to be active during the second video when they were supposed to find and take the words as quickly as possible. The element of competition seemed to wake them up. Something changed; and from this part of the lesson, some of the students were willing to cooperate and to be involved in the lesson more.

Surprisingly, the least part of the lesson was met with a positive acceptance. The students tried useful phrases and asked the questions without any larger issues. However, the problem appeared when they were asked to perform their role-plays in front of the

class. For this reason, I asked only volunteers. Luckily, one pair of students were willing to perform.

5.4.Problems

The theoretical part of this thesis describes the benefits video can bring into lessons. As mentioned above, a video is a teaching aid. And like other teaching aids, it has its disadvantages as well. Hence, this sub-chapter introduces some obstacles and problems I encountered while teaching the video lessons mentioned in this chapter. Additionally, it lists options which might help to overcome these issues or help to ease the struggle a teacher might come across when using a video in lessons.

1. It is time consuming

The first obstacle I encountered during the preparations was the selection of a suitable video. Duncan el al. (2012) presents the following, *"the positive aspects of using YouTube are identified but the literature frequently raises concerns over issues such as, the credibility of the video content and the time it takes to search for appropriate content and to check validity"*. Obviously, YouTube Learning might help you with the video selection since it contains videos with a credible content and an educational potential. (For more see Chapter 3)

However, if the teacher decides to use an authentic non-educational video that includes, for instance, a daily conversation focusing on using the present continuous in a real context, searching for the right video might be highly time-consuming.

Partially, filters might help when the appropriate video is being selected. They might be useful, for example, when the teacher wants to find to most current videos uploaded in the last month. Moreover, they can assist in selecting only short videos (up to 4 minutes) which is quite convenient due to the time constraint of each lesson. On top of that, using shorter videos is better since the students do not lose their concentration.

Another useful feature YouTube provides is the library. It is used for storing favourite videos in various folders which makes it easier when finding and using the videos. Thus, teachers can create folders there into which they can sort videos and then use them differently based on the lesson's topic.

The YouTube users can also benefit from the *subscribe button*. It allows them to subscribe to their favourite channels and adjust the settings, so that when a new video is

published, they are notified. Therefore, teachers do not miss a new video from a subscribed channel. That way, they do not waste time checking the YouTube website to see if a new video has been added.

Although there are certain ways how the teacher can reduce the time spent on searching a video, it is still necessary to keep in mind that using a video might be extremely time consuming. Given that even if the proper video is chosen, it is still essential to create the didactic support for it. This can again take some time, but the positive aspect is that materials once created can be reused with different classes.

2. A video may not be available

Videos are usually uploaded by their creators; and as easily uploaded, they can be also taken down from the website. There are several reasons for these measures. The video might be either deleted due to its inappropriate content, the violation of the terms of use, and copyright infringement or it can be done by the person who uploaded the video.

It happened to me that the video I had planned to use in the lessons was no longer available. For this reason, after a suitable video is chosen and the lesson is prepared, I suggest backing up the video to the computer or a flash drive. This can be done using various software programmes that help to download the video. However, when using these computer programmes, it is always necessary to make sure that the copyright is not being infringed and the content is not distributed in an unauthorized way.

By backing up the video to the computer, another obstacle a teacher could encounter might be prevented. This issue is connected to a week internet connection that can affect the speed and the quality of video streaming. For a video to be viewed legally, YouTube provides a monthly paid YouTube *Premium* service. One of the features that this service offers is the possibility to download videos and watch them offline.

3. Technical issues might appear

When using technology in lessons, several problems might appear connected to its inexplicability. It is also something I experienced during one of the video lessons. The video could not be played due to a faulty audio connector. Fortunately, I had a speaker I connected so I could continue in my lesson as I had planned. However, the sound reach of the speaker might have caused that the sound was not as good as it would have been if the video had been played from normal classroom's speakers. Thus, this fact maybe

influenced students' responses in the questionnaires since a lot of them answered that the sound had been the problem.

Other issue related to this area is that not every classroom is technologically well-equipped to implement a video lesson. Hence, it is necessary to find out in advance what the technical equipment of the classroom is. In order to prevent the above-mentioned problem, I think it is reasonable to always try out the system before the lesson starts. Alternatively, when it is not working as it is supposed to, the availability of another classroom should be secured.

Despite making sure that the technology works, it might happen that something else will cause problems. In this case, it is advisable to have an extra lesson prepared and try to implement the original planned video lesson next time.

Summary

To sum this chapter up, three lesson plans were introduced. When teaching according to them, some obstacles were encountered. They included problems with the technology, sound, video availability and preparation time. Teachers should anticipate some problems that might occur when teaching with the help of a video and be ready that not everything in the lesson will be always according to the plan. Therefore, it is sometimes necessary to improvise and change some activities, procedures or classrooms when the course of the lesson is endangered by some of the issues mentioned above.

CONCLUSION

This diploma thesis presented several aspects connected to the use of YouTube videos at Czech lower secondary schools. It was divided into two parts. The first one focused on the theory. The aim of this part was to provide a theoretical framework for a video and its use in schools. This part described the target group of the learners, the various aspects related to a video and YouTube website as such.

The second part of the thesis was practical. In the first part several research questions and two hypotheses were established. Based on the analysis of the questionnaires distributed among the students before and after the video lesson, I then tried to answer these questions and confirm the validity of the hypotheses. Furthermore, this part aimed to create didactic material that could serve as inspiration for teachers who want to include videos in their lessons. Finally, several problems I encountered while teaching the video lessons were described.

The analysis of the students' questionnaires showed that most of them spend a certain part of a day watching YouTube videos, which means it is something the current generation likes doing. Due to the wide range of different YouTube categories, the students prefer different content there. The content differs also between the sexes. It turned out that although the current generation spends their free time watching videos, only a half of them watch videos in English.

It was also discovered that the most problematic when working with a video was a speech which was too fast. Some students also struggled with difficult English contained in the video. This was probably influenced by the fact that the videos included authentic unedited language which some of the students are not used to because they do not watch videos in English. Other problems a teacher might encounter include, for instance, technology, video availability and quality of sound related issues, which emerged from the experience after having taught the video lessons.

On one hand, due to the students' responses, it was not possible to disprove nor confirm the first hypothesis set out in the research part of the thesis. It had been assumed a video is used without a didactic support in lessons. The analysis of the result showed that video is incorporated in such a way that teachers use a didactic support to some extent. However, given the large number of respondents whose opinion is that a video is not accompanied by different tasks, it makes it apparent that there is a room for improvement in this area.

On the other hand, the second hypothesis, which said that the use of a video contained motivational elements, was confirmed. The results showed that a relatively large proportion of students learn English because they are interested in understanding the authentic material, which can be also found on YouTube. When something students are interested in is involved in lessons, it might affect their motivation. This was also confirmed in the second questionnaire which proved that the use of a video in a class can motivate students to learn English.

To conclude the thesis, YouTube videos with their broad range of videos covering a variety of topics and including something students enjoy and like might be a great motivating source which can be implemented with the lower secondary school students. However, it is always necessary to keep in mind that a video is only a tool which helps a teacher to achieve the aim. Therefore, when using a video, it is necessary to add various activities and tasks so that its implementation can have a positive effect on the learners' learning process.

BIBLIOGRAPHY

PRINTED SOURCES

COOPER, Richard, Mike LAVERY a Mario RINVOLUCRI. *Video*. Oxford: Oxford University Press, 1991. Resource books for teachers. ISBN 01-943-7102-6.

CLARK, Ruth Colvin a Richard E. MAYER. *E-learning and the science of instruction: proven guidelines for consumers and designers of multimedia learning*. 3rd ed. San Francisco: Pfeiffer, c2011. Resource books for teachers. ISBN 978-0-470-87430-1.

DUDENEY, Gavin a Nicky HOCKLY. *How to teach English with technology*. 2nd ed. Harlow: Longman, 2007. ISBN 978-1-4058-4773-5.

GOWER, Roger, Diane PHILLIPS a Steve WALTERS. *Teaching practice: a handbook for teachers in training*. 3rd ed. Oxford: Macmillan, 2005. Macmillan books for teachers. ISBN 14-050-8004-3.

HARMER, Jeremy. *The practice of English language teaching*. 2nd ed. Harlow: Longman, 2007. Resource books for teachers. ISBN 978-1-4058-4772-8.

KOHOUTEK, Rudolf. *Psychologie duševního vývoje*. Brno: Mendelova zemědělská a lesnická univerzita v Brně, 2008. ISBN 978-80-7375-185-2.

IRWIN, Judith, ed. *What Current Research Says to the Middle Level Practitioner*. 4. Columbus: National Middle School Association, 2003. ISBN 1-56090-120-0.

NOVOTNÁ, Lenka, Miloslava HŘÍCHOVÁ a Jana MIŇHOVÁ. *Vývojová psychologie*. 4. vyd. Plzeň: Západočeská univerzita v Plzni, 2012. ISBN 978-80-261-0115-4.

LANGMEIER, Josef a Dana KREJČÍŘOVÁ. *Vývojová psychologie*. 2., aktualiz. vyd. Praha: Grada, 2006. Psyché (Grada). ISBN 80-247-1284-9.

PHILLIPS, Sarah. *Young learners*. Oxford: Oxford University Press, 1993. Resource books for teachers. ISBN 01-943-7195-6.

PIAGET, Jean a Bärbel INHELDER. *Psychologie dítěte*. Praha: Portál, 2014. Klasici. ISBN 978-80-262-0691-0.

PRŮCHA, Jan, Eliška WALTEROVÁ a Jiří MAREŠ. *Pedagogický slovník*. 4., aktualiz. vyd. [i.e. Vyd. 5.]. Praha: Portál, 2008. ISBN 978-80-7367-416-8.

RICHARD, Jack a Richard SMITH. *Longman Dictionary od Language Teaching and Applied Linguistics*. 4th ed. Harlow: Longman, 2010. ISBN 978-1-4082-0460-3.

SCRIVENER, Jim. *Learning teaching: a guidebook for English language teachers*. 2nd edition. Oxford: Macmillan, 2005. Macmillan books for teachers. ISBN 14-050-1399-0.

ŠIMÍČKOVÁ-ČÍŽKOVÁ, Jitka. *Přehled vývojové psychologie*. Olomouc: Vydavatelství Univerzity Palackého, 1999. ISBN 80-706-7953-0.

TOMALIN, Barry, Diane PHILLIPS a Steve WALTERS. *Video, TV and radio in the English class: an introductory guide*. 3rd ed. London: Macmillan, 1989. Essential language teaching series. ISBN 03-333-5024-3.

VÁGNEROVÁ, Marie. *Vývojová psychologie: dětství, dospělost, stáří*. Praha: Portál, 2000. ISBN 978-80-7178-308-4.

ONLINE SOURCES

ADAMOVICH, Kirill. YouTube: 14 years and counting - infographic & success story. *PAYSPACEMAGAZINE* [online]. 2019, [quot. 2020-01-08]. Retrieved from: https://payspacemagazine.com/tech/youtube-14-years-and-counting-infographic-success-story/

ALL4ED. Did you know? Adolescence is a critical window for learning. *Alliance For Excellent Education* [online]. 2018 [quot. 2020-02-02]. Retrieved from: ttps://mk0all4edorgjxiy8xf9.kinstacdn.com/wp-content/uploads/2018/09/SAL-Infographic-pg1.pdf

ARONIN, Larissa a David SINGLETON. Affordances theory in multilingualis. *Studies in Second language Learning and Teaching* [online]. 2012, **2**(2) [quot. 2020-11-23]. Retrieved from: https://doi.org/10.1111/issj.12046

BAJRAMI, Lumturie a Merita ISMAILI. The Role of Video Materials in EFL Classrooms. *Procedia: Social and Behavioral Sciences* [online]. Anatalya, 2016 [quot. 2020-11-23]. Retrieved from:

https://www.researchgate.net/publication/309335262_The_Role_of_Video_Materials_in_EFL_Classrooms

BENECIO, Alexandra. *5 Benefits of Subtitles* [online]. 2020 [quot. 2020-11-23]. Retrieved: https://www.freetranscriptions.com/5-benefits-of-subtitles/

BERK, Ronald. Multimedia Teaching with Video Clips: TV, Movies, YouTube, and mtvU in the College Classroom. *International Journal of Technology in Teaching and Learning* [online]. 2009, **5**(1), 1-21 [quot. 2020-12-11]. Retrieved from: https://www.researchgate.net/publication/228349436_Multimedia_Teaching_with_Video_Clips_TV_Movies_YouTube_and_mtvU_in_the_College_Classroom

British Council. Ways of Motivating EFL/ ESL Students in the Classroom. *British Council* [online]. [quot. 2020-12-12]. Retrieved from: https://www.teachingenglish.org.uk/blogs/alexenoamen/ways-motivating-efl-esl-students-classroom

BRUNET VALLE, Yordanka. *Practical activities for using video in language teaching* [online]. Bogota, 2011 [quot. 2020-11-20]. Retrieved from: https://www.gestiopolis.com/practical-activities-for-using-video-language-teaching/

BURKE, Sloane a Shonna SNYDER. YouTube: An Innovative Learning Resource for College Health Education Courses. *International Electronic Journal of Health Education* [online]. 2008, 39-46 [quot. 2020-12-11]. Retrieved from: https://files.eric.ed.gov/fulltext/EJ798652.pdf

CAKIR, Ismail. The Use of video as an Audio-Visual Material in Foreign Language Teaching Classroom. *The Turkish Online Journal of Educational Technology* [online]. 2006, **5**(4), 307-315 [quit. 2020-11-20]. ISSN 1303-6521. Retrieved: https://www.academia.edu/41897473/THE_USE_OF_VIDEO_AS_AN_AUDIO_VISUAL_MATERIAL_IN_FOREIGN_LANGUAGE_TEACHING_CLASSROOM

CAPRIOLA, Patrick. *Formal Operational Stage: How Parents Support Cognitive Development* [online]. 2020, [quot. 2020-02-02]. Retrieved from: https://strategiesforparents.com/formal-operational-stage/

CRUSE, Emily. *Using Educational Video in the Classroom: Theory, Research and Practice* [online]. 2020 [quot. 2020-11-23]. Retrieved from: https://www.safarimontage.com/pdfs/training/UsingEducationalVideoInTheClassroom.pdf

DUFFY, Peter. Engaging the YouTube Google-Eyed Generation: Strategies for Using Web 2.0 in Teaching and Learning. *The Electronic Journal of e-Learning* Volume 6 Issue 2, p. 119-130. 2008, [quot. 2020-02-02] Retrieved from: www.ejel.org

DUNCAN, Ian, Lee YARWOOD-ROSS a Carol HAIGH. YouTube as a source of clinical skills education. *Nurse Education Today* [online]. 2013, 1576-1580 [quot. 2020-12-11]. Retrieved from: https://reader.elsevier.com/

FRANCIS, Tracy a Fernanda HOEFEL. 'True Gen': Generation Z and its implications for companies. *McKinsey and Company* [online]. 2018 [quot. 2020-12-11]. Retrieved from: https://www.mckinsey.com/industries/consumer-packaged-goods/our-insights/true-gen-generation-z-and-its-implications-for-companies#

GOODWIN, Kristy. Managing Attention Span in the Digital Age. *The Link* [online]. The Association of Independent Schools of New South Wales Limited, 2015(2) [quot. 2020-02-02]. Retrieved from:
https://www.academia.edu/25039190/Managing_Attention_Span_in_the_Digital_Age

GRUGER, William. PSY's 'Gangnam Style' Hits 1 Billion Views on YouTube. *Billboard* [online]. 2012 [quot. 2020-01-04]. Retrieved from: https://www.billboard.com/articles/columns/k-town/1481275/psys-gangnam-style-hits-1-billion-views-on-youtube

GURR, Chelsea. 11 of the best YouTube channels to help you learn English at home. *EF* [online]. 2020 [quot. 2020-12-11]. Retrieved from: https://www.ef.com/wwen/blog/language/best-youtube-channels-to-learn-english-at-home/

HADIJAH, Sitti. *Teaching by Using Video: Ways to make it more meaningful in EFL classrooms* [online]. Padang, 2016 [quot. 2020-11-20]. Retrieved from: https://www.researchgate.net/publication/320146544_TEACHING_BY_USING_VIDEO_WA YS_TO_MAKE_IT_MORE_MEANINGFUL_IN_EFL_CLASSROOMS. Conference paper. Islamic University of Riau.

HARPER, Robyn. Science of Adolescent Learning: How Body and Brain Development Affect Student Learning. In: *All4Ed* [online]. Washington: Alliance for Excellent Education, 2018, 2018 [c. 2020-02-01]. Retrieved from: https://all4ed.org/wp-content/uploads/2018/08/Science-of-Adolescent-Learning-How-Body-and-Brain-Development-Affect-Student-Learning.pdf

HIGGIN, Tanner. Using Video Effectively in the Classroom. *Common sense eduation* [online]. 2018 [quot. 2020-11-21]. Retrieved from: https://www.commonsense.org/education/articles/using-video-effectively-in-the-classroom

HINTALAPATI, Nagapavan a Venkata Srivinas Kumar DARURI. Examining the use of YouTube as a Learning Resource in highereducation: Scale development and validation of TAM model. *Telematics and Informatics* [online]. 2017, 853-860 [quot. 2020-12-11]. Retrieved form: https://reader.elsevier.com/

HOUZAR, Petr a Jakub FIALA. YouTube: Stav YouTube v ČR za rok 2017. In: *YouTube* [online]. 2017 [quot. 2020-01-30]. Retrieved from: https://www.youtube.com/watch?v=X2IoNryXYyk&t=23s

How Did YouTube Start? In: *YouTube* [online]. 2015 [quot. 2020-01-15]. Retrieved from: https://www.youtube.com/watch?v=P4dT-lW9260

İLIN, Gülden, Özge KUTLU a Abdurrahman KUTLUAY. An Action Research: Using Videos for Teaching Grammar in an ESP Class. *Procedia: Social and Behavioral Sciences* [online]. 2012 272-281 [quot. 2020-11-23]. Retrieved from: https://www.sciencedirect.com/science/article/pii/S1877042813000669#!

LANGOVÁ, Jana. 5 YouTube kanálů, které pozvednou vaši angličtinu na hvězdnou úroveň. *Studenta* [online]. 2018 [quot. 2020-12-11]. Retrieved from: https://www.studenta.cz/work/studium/5-youtube-kanalu-ktere-pozvednou-vasi-anglictinu-na-hvezdnou/r~4cc59fcef87411e8a1900cc47ab5f122/

LOECHNER, Jack. The Tech Savvy and Pragmatic YouTube Generation. *Mediapost* [online]. 2017 [quot. 2020-12-11]. Retrieved from: https://www.mediapost.com/publications/article/307772/the-tech-savvy-and-pragmatic-youtube-generation.html

Meriam Webster [online]. [quot. 2020-11-20]. Retrieved from: https://www.merriam-webster.com/dictionary/video

NUR MORAT, Berlian, Anis SHAARI a Mohammed JAFRE ZAINOL ABIDIN. Facilitating ESL Learning Using YouTube: Learners' Motivational Experiences. *International Journal of Education, Islamic Studies and Social Sciences Research* [online]. 2020, **1**(1) [quot. 2020-12-11]. Dostupné z: http://ijeisr.net/Journal/Vol-1-No-1-Isu-01.pdf

O'NEILL-HART, Celie a Howard BLUMENSTEIN. Why YouTube stars are more influential than traditional celebrities. *Think with Google* [online]. 2016 [quot. 2020-02-04]. Retrieved from: https://www.thinkwithgoogle.com/consumer-insights/youtube-stars-influence/

PACHINA, Elizaveta. How to Motivate Students to Learn English? *International TEFL and TESOL Training* [online]. 2019 [quot. 2020-12-12]. Retrieved from: https://www.teflcourse.net/blog/how-to-motivate-students-to-learn-english-ittt-tefl-blog/

PATESAN, Mariora, Alina BALAGIU a Camelia ALIBEC. Visual Aid in Language Education. *De Gruyter* [online]. 2018, **24**(2), 356-361 [quot. 2020-11-23]. ISSN 2451-3113. Retrieved from z: https://content.sciendo.com/configurable/contentpage/journals$002fkbo$002f24$002f2$002farticle-p356.xml

PURMAMA, Neng Aprilia, Neng Sri RAHAYU a Rasi YUGAFIATI. Students' Motivation in Learning English. *Professional Journal of English Education* [online]. 2019, **2**(4), 539-544 [quot. 2020-12-12]. Retrieved from: https://www.researchgate.net/publication/337249596_Students'_Motivation_in_Learning_English

RIDEOUT, Victoria, Ulla as FOEHR a Donald ROBERTS. Generation M2: Media in the Lives of 8 to 18 Year-Olds. *Colorín Colorado* [online]. Washington, 2010 [quot. 2020-02-05]. Retrieved: https://www.colorincolorado.org/research/generation-m2-media-lives-8-18-year-olds

ROSSAFRI, Mohamad, Yahaya WAN AHMAD JAAFAR WAN a Muninday BALAKRISHNAN. *USING VIDEO MATERIALS IN FORMAL EDUCATION: A METHODOLOGICAL APPROACH* [online]. 2008 [quot. 2020-11-23]. Retrieved from: https://www.researchgate.net/publication/265466001_USING_VIDEO_MATERIALS_IN_FORMAL_EDUCATION_A_METHODOLOGICAL_APPROACH. University Science Malaysia.

ROTHMAN, Darla. A Tsunami of Learners Called Generation Z. *Public Safety: A State of Mind* [online]. 2014, **1**(1) [quot. 2020-12-11].

SALYERS, Fran a Carol MCKEE. The Young Adolescent Learner. *Annenberg Learner* [online]. 2020 [quot. 2020-12-12]. Dostupné z: www.learner.org

SNELSON, Chareen. YouTube across the Disciplines. *Merlot Journal of Online Learning and Teaching* [online]. 2011, **7**(1), 159-169 [quot. 2020-12-11]. Retrieved from:

https://scholarworks.boisestate.edu/cgi/viewcontent.cgi?referer=https://scholar.google.com/&https redir=1&article=1010&context=edtech_facpubs

SMRIDHI, Simi. 10 Reasons to Use Video for Education. *Cincopa* [online]. 2020 [quot. 2020-11-23]. Retrieved: https://www.freetranscriptions.com/5-benefits-of-subtitles/

SOBOTKA, Bronislav. Brona. *Brona* [online]. 2020 [quot.   2020-12-11]. Retrieved from: https://brona.cz/

SYAHROZI, Hanafi, Dewi ROCHSANTININGSIH a Ellisa Indrivani HANDAYANI. *Improving Students' Motivation in Learning English Using Movie Clip* [online]. 2019   [quot.   2020-12-12].   Retrieved   from: https://www.researchgate.net/publication/337645469_Improving_Students'_Motivation_in_Learning_English_Using_Movie_Clip

Tabulka   generací.   In: *Forbes* [online].   2020   [quot.   2020-02-04].   Retrieved   from: http://generace.forbes.cz/tabulka/

TANKARD, Fiona. 7 Excellent ESL Video Activities: Lessons and Clips Students Will Love. *FluentU* [online].   2020   [quot.   2020-11-21].   Retrieved   from: https://www.fluentu.com/blog/educator-english/esl-video-activities-lessons-clips/

TAYLOR, Jordyn. The 10 Most Important Videos in YouTube History. *Observer* [online]. 2015 [quot. 2020-01-14]. Retrieved   from: https://observer.com/2015/02/the-10-most-important-videos-in-youtube-history/

Techniques   for   teaching   with   video [online].   [quot.   2020-11-20].   Retrieved   from: http://sir.free.fr/video1.htm

UCHE, Sharon. 5 'Negative' Stereotypes About Gen Z That Will Actually Help Them in the Workplace. *Ripplematch* [online].   2019   [quot.   2020-12-11].   Retrieved   from: https://ripplematch.com/journal/article/negative-stereotypes-about-gen-z-in-the-workplace-a2a02995/

Video   and   Young   Learners   2 [online]. London: British Council, 2011 [quot. 2020-11-20]. Retrieved from: https://www.teachingenglish.org.uk/article/video-young-learners-2

VITA HANZIC, Lucia. 5 Major Benefits of Using Video In Education. *Covideo* [online]. 2020 [quot. 2020-11-23]. Retrieved from https://www.covideo.com/using-video-in-education-benefits/

WADE, Bruce. Teaching and learning with video – Part 1: Video in the classroom. *Oxford University Press: English Language Teaching Blog* [online]. Oxford University Press ELT, 2010 [quot. 2020-11-23]. Retrieved from: https://oupeltglobalblog.com/2010/05/27/teaching-and-learning-with-video-part-1-video-in-the-classroom/

WATKINS, Jon a Michael WILKINS. Using YouTube in the EFL Classroom. *Language Education in Asia* [online]. 2011, **2**(1), 113-119 [quot. 2020-11-23]. Retrieved from: https://www.researchgate.net/publication/284879248_Using_YouTube_in_the_EFL_Classroom

WATTENHOFER, Mirjam, Roger WATTENHOFER a Zack ZHU. The YouTube Social Network. *Research Gate* [online]. 2020 [quot. 2020-01-15]. Retrieved from: https://static.googleusercontent.com/media/research.google.com/cs//pubs/archive/37738.pdf

Why videos in Education? *Creating Educational Videos* [online]. 2020 [quot. 2020-11-23]. Retrieved from: https://educationvideos.wordpress.com/why-videos/

YouTube: Most Popular Types/Categories. *Wonder* [online]. 2019 [quot. 2020-12-11]. Retrieved from: https://askwonder.com/research/youtube-popular-types-categories-izlhav7rc#:~:text=The%20top%2010%20categories%20on,to%2C%20News%2C%20and%20Sports.

APPENDICIES

Appendices 1   **Questionnaires**

Appendix 1.1   Questionnaire given to students before the video lesson

Appendix 1.2   Questionnaire given to students after the video lesson

Appendices 2   **Materials for the lesson plans**

Appendix 2.1   Lesson plan 1 – *Justin Bieber Goes Undercover at the 'Friends' Set*

Appendix 2.2   Lesson plan 2 – *HOW2: How to be big!*

Appendix 2.3   Lesson plan 3 – *Job Interview*

Appendix 1.1 – Questionnaire given to students before the video lesson

Ráda bych Tě poprosila o vyplnění krátkého dotazníku, jehož vyplnění zabere max. 5 minut. Tento dotazník je anonymní. Pokud není uvedeno jinak, <u>zakroužkuj</u> prosím jednotlivé odpovědi.

1) Jsem: chlapec dívka

2) Kolik hodin denně v průměru trávíš na YouTube?

a) nula hodin   b) méně jak hodinu   c) 1-2 hodiny   d) 3-4 hodiny   e) více jak 4 hodiny

3) Jakou kategorií videí na YouTube sleduješ nejradši? (možné zakroužkovat více odpovědí)

a) gaming   b) videoklipy   c) blogy a vlogy   d) krása a móda   e) vzdělávací videa

f) technika   g) cestování   h) zábava (např. filmy, seriály, srandovní videa atd.)

h) jiná (prosím specifikuj) _____

4) Jak se jmenují Tvé oblíbené YT kanály (YouTubeři)? (pokud ho nemáš, tak otázku vynechej)

_____

5) Proč sleduješ videa na YouTube? _____

_____

6) Sleduješ videa na YouTube v angličtině?

a) ano   b) spíše ano   c) spíše ne   d) ne

7) Chtěl/a bych v hodině AJ více pracovat s videem:

a) souhlasím   b) spíše souhlasím   c) nevímd) spíše nesouhlasím   e) nesouhlasím

8) V hodinách AJ se díváme často na YouTube videa.

a) souhlasím   b) spíše souhlasím   c) nevímd) spíše nesouhlasím   e) nesouhlasím

9) Pokud koukáme v hodinách angličtiny na videa, tak s nimi dále různě pracujeme (např. rozšiřování slovní zásoby, slouží jako praktická ukázka gramatiky, další navazující cvičení atd.).

a) souhlasím   b) spíše souhlasím   c) nevímd) spíše nesouhlasím   e) nesouhlasím

10) Co Tě motivuje k tomu, abys ses učil/a angličtinu? (možné zakroužkovat více odpovědí)

a) chci mít dobré známky b) rodiče   c) vyučující   d) mé budoucí povolání

e) chci rozumět filmům, videím, písničkám, knížkám atd. v angličtině

f) chci se dorozumět anglicky v zahraničí

g) jiné (prosím specifikuj) _____

Děkuji moc za spolupráci.

Appendix 1.2 – Questionnaire given to students after the video lesson

Ráda bych Tě poprosila o vyplnění krátkého dotazníku, jehož vyplnění zabere max. 5 minut. Tento dotazník je anonymní. Pokud není uvedeno jinak, <u>zakroužkuj</u> prosím jednotlivé odpovědi.

1) Jsem: chlapec   dívka

2) Video bylo vhodně zvolené.

a) souhlasím   b) spíše souhlasím   c) nevím   d) spíše nesouhlasím   e) nesouhlasím

3) Co pro Tebe při práci s videem bylo nejvíce obtížné? (možné zakroužkovat více odpovědí)?

a) porozumět zadání úkolů   b) aktivity k videu byly příliš náročné

c) obtížná angličtina ve videu   d) ve videu mluvili příliš rychle

e) nejsem zvyklý na tento způsob práce v hodině   f) neměl/a jsem s ničím problém

g)   jiné   (prosím   specifikuj)

_____

_____

4) Hodina s využitím videa byla zábavnější než obvyklé hodiny.

a) souhlasím   b) spíše souhlasím   c) nevím   d) spíše nesouhlasím   e) nesouhlasím

Pokud   chceš,   odůvodni   svou   odpověď,   proč   ano/ne:

_____

5) Obrazový materiál videa mně pomohl při lepším porozumění angličtiny

a) souhlasím   b) spíše souhlasím   c) nevím   d) spíše nesouhlasím   e) nesouhlasím

6) Chtěl/a bych v hodině AJ více pracovat s videem.

a) souhlasím   b) spíše souhlasím   c) nevím   d) spíše nesouhlasím   e) nesouhlasím

7) Práce s videi v hodinách by mně mohla víc motivovat k tomu, abych se rád/a učil/a anglicky.

a) souhlasím   b) spíše souhlasím   c) nevím   d) spíše nesouhlasím   e) nesouhlasím

8) Video by mně mohlo pomoct při zlepšení v AJ (možné zakroužkovat více odpovědí):

a) v gramatice b) ve slovíčkách   c) ve výslovnosti   d) v ničem e) jiné (prosím specifikuj) _____

Děkuji moc za spolupráci.

Appendix 2.1 – Lesson plan 1 (*Justin Bieber Goes Undercover at the 'Friends' Set*) – PowerPoint presentation

DO YOU KNOW THIS PERSON?

WHAT DOES HE DO?
DO YOU LIKE HIM?
WHAT DO YOU KNOW ABOUT HIM?
NAME SOME OF HIS SONGS.

DO YOU KNOW THESE PEOPLE?
HOW MANY FRIENDS CAN YOU NAME?
WHERE ARE THEY?

LISTEN AND GUESS THE RIGHT ORDER

THE RIGHT ORDER:
1. D
2. B
3. F
4. C
5. G
6. E
7. A
8. H

WATCH THE VIDEO AND ANSWER THE QUESTIONS

ANSWER THESE QUESTIONS
• What is Justin´s favourite place to be?
• What is the lady´s favourite character from *Friends*?
• Does Justin like Joey?
• What does Justin have to do with the pillows?
• What is wrong with the camera?
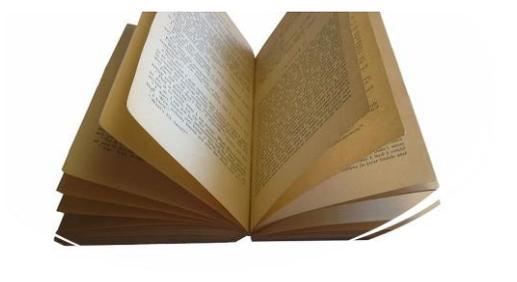• Do the people in the video know that it is the real Justin?
• What is Smelly Cat?

WATCH AGAIN AND MATCH THE EXPRESSIONS FROM THE BOX WITH THE TRANSCRIPT

THE MISSING EXPRESSIONS:

1. LET´S CHECK
2. COME
3. TAKE A PHOTO
4. DO
5. DON´T TOUCH
6. WAIT
7. STAND UP
8. LOOK
9. GET OUT
10. GIVE
11. WALK AROUND
12. DON´T TELL
13. LET´S DO

IMPERATIVE!

COME UP WITH SOME ORDERS!

- E.g. Bark as a dog!
- E.g. Let´s say the reverse alphabet!
- E.g. Dance like a crazy person!

Z → A

QUESTIONS (GROUPS), MAKE SOME NOTES!

| Who is your favourite celebrity? | Do you watch any TV series? Which ones do you watch? | Do you like *Friends*? |
| How often do you watch TV series? | Who is your favourite TV series character? | Do you prefer movies or TV series? |

SOURCES

- THEELLENSHOW. Justin Bieber Goes Undercover at the 'Friends' Set. In: *YouTube* [online]. 2020 [cit. 2020-03-08]. Dostupné z: https://www.youtube.com/watch?v=lvjc2Z48qR8

THEELLENSHOW. Justin Bieber Goes Undercover at the 'Friends' Set. In: *YouTube* [online]. 2020 [quot. 2020-03-08]. Retrieved from: https://www.youtube.com/watch?v=lvjc2Z48qR8

96

Appendix 2.2 – Lesson plan 1 (*Justin Bieber Goes Undercover at the 'Friends' Set*) –
Set of pictures

THEELLENSHOW. Justin Bieber Goes Undercover at the 'Friends' Set. In: *YouTube* [online]. 2020 [quot. 2020-03-08]. Retrieved from: https://www.youtube.com/watch?v=lvjc2Z48qR8

Appendix 2.2 – Lesson plan 1 (*Justin Bieber Goes Undercover at the 'Friends' Set*) –
Worksheet I

1) Listen and guess the right order of the pictures

2) Watch the video and answer the questions

- *What is Justin's favourite place to be?*
- *What is the lady's favourite character from Friends?*
- *Does Justin like Joey?*
- *What does Justin have to do with the pillows?*
- *What is wrong with the camera?*
- *Do the people in the video know that it is the real Justin?*
- *What is Smelly Cat?*

Appendix 2.2 – Lesson plan 1 (*Justin Bieber Goes Undercover at the 'Friends' Set*) –
Worksheet II

3) Watch the video again and write the expressions from the box on the missing lines.

DON´T TELL   STAND UP   WALK AROUND   TAKE A PHOTO   LET´S DO
GET OUT   WAIT LOOK   LET´S CHECK   DO GIVE   DON´T TOUCH   COME

Demi: We're back with Justin Bieber. Earlier today, you got disguised as a Warner Brothers' tour guide on the set of Friend and had a little fun with some fans. So, why don't we look at that?

Justin: 1. _____it out!

Justin: Hey, how are you?

People: Good, and you?

Justin: Please, 2. _____, sit down, 3. _____, look around!

Man: Wow!

Justin: 4. _____ your thing! It's the real Friends set. Yeah. You can walk around. 5. _____ anything, **don't move** things around! But you can look around. It's my favourite place to be, the Friends set.

Justin: What's your favourite character? Do you have a favourite character?

Woman: I'm going to go with Joey.

Justin: Joey. Yeah, I am a Joey guy, too. Can you say, "How you doin'"?

People: How you doin'?

Justin: There you go. All right, you guys. **Let's take** a nice photo here! There you go. Ok, 6. _____! Gotta fluff these pillows.

Justin: Come on! 7. _____! **Check this out**! It hasn't been washed a day in its life. 8. _____ at these!

Justin: This has never been washed. This is the real….

Justin: You'll choke on it. I'll tell you right now.

Justin: OK. We gonna get the next group in here. 9. _____ of here!

Man: OK.

Justin: Great, great, great. **Give** me another pose! 10. _____me a cool pose where you're exquoted to be here! Exquoted to be here. There you go. Awesome.

Justin: Now, will you, guys, give me a kiss?

Man: Oh, absolutely.

Justin: Great kiss. Oh, beautiful, wonderful, awesome.

Justin: The camera doesn't seem to be working. Let me get this fixed. 11. _____, **<u>do your</u>** **<u>thing</u>**, **<u>enjoy yourself</u>**!

Justin: This is the real Friends set. Have you, guys, seen friend?

People: Oh, yes.

Justin: You have?

People: Yes, we have.

Justin: Awesome, awesome.

Justin: Actually, I can probably… 12. _____anybody. I'm gonna use your phone. See, I just can't have you telling anybody because they'll be mad.

Woman: Thank you. **<u>Don't get in trouble</u>**!

Justin: 13. _____ this! Just so…

Justin: Alright, **<u>let me get</u>** the back. **<u>Turn</u>** that way! I'll get the back of your heads. It's great. This is a better angle for you, guys.

Justin: I gotta be honest. I'm Justin Bieber and I'm just messing with you, guys. It's all set up.

Justin: Want to take a photo?

People: Yeah, yeah. That's Justin Bieber. That's Justin Bieber.

Justin: Can you, guys, sing 'Smelly Cat'? Do you know…

Woman: I'll sing it.

People singing: Smelly cat, smelly cat. What are they feeding you? Smelly cat, smelly cat. It's not your fault.

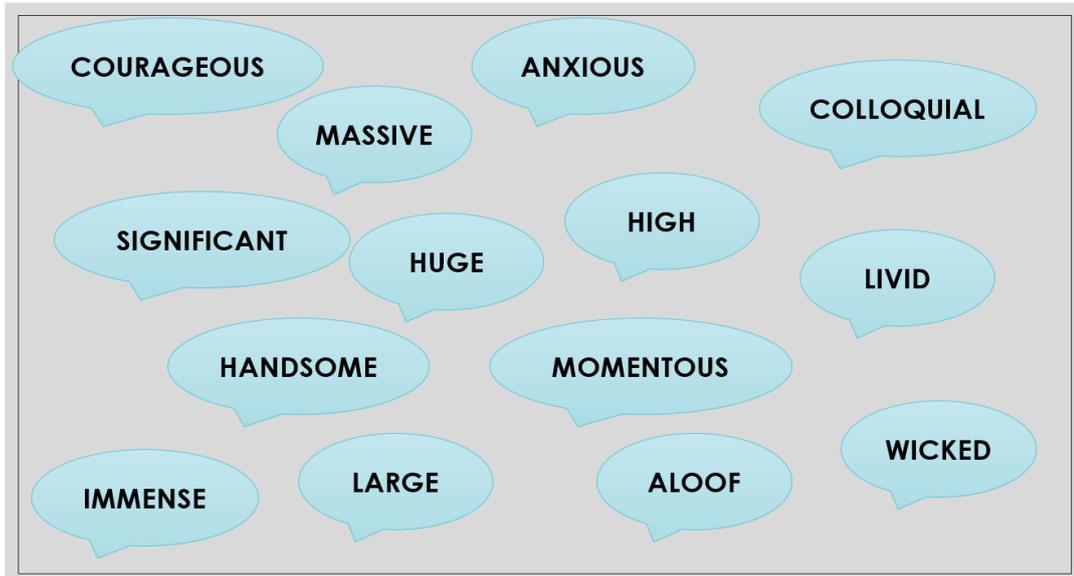**Justin:** OK, guys, **<u>get</u>** together for a photo!

Appendix 2.2 – Lesson plan 2 (*HOW2: How to be big!*) – Worksheet

1) **What are some of the synonyms to the adjective big? (e.g., fast – quick)**
2) **Find the synonyms to the word *big* between the adjectives.**

COURAGEOUS

ANXIOUS

COLLOQUIAL

MASSIVE

HIGH

SIGNIFICANT

HUGE

LIVID

HANDSOME

MOMENTOUS

WICKED

IMMENSE

LARGE

ALOOF

3) **What can you do to become big?**
4) **Watch the video sequence (00:00 – 00:36). Based on the pictures below, predict what advice is given to Little Apple?**

5) **What the video and match the blue words with their synonyms.**

walk by   explode

to be in charge

pick up   wait   end

hold on   confirm

put an end to   march

make sure   manage

blow up   improve

6) **Are the sentences true or false?**
   a. Pear, Orange, and Banana are the main characters in the video.
      T   F
   b. Apple's behaviour is weird.
      T   F
   c. In order to be big, you should eat 4 meals a day.
      T   F
   d. Orange says that Apple does not know how to write.
      T   F
   e. Doing the dishes, scrubbing the counter, and moving the lawn are some of the chores mentioned in the video.

      T   F

   f. Orange is sorry that he tricked Pear.
      T   F

7) **Using either the blue or purple words from ex. 4 try to retell the story.**

Appendix 2.3 – Lesson plan 3 (*Job Interview*) – Lilly´s script

A: Hi, I´m gonna a) _____ an abnormal amount.

B: Honestly, I b) _____this was happening today.

A: I´m so nervous I might c) _____ up.

B: Well, I´ve already judged you based on how you look. I tried not to, but I

did.

A: Should I start d) _____ now? Or did you wanna small talk about the weather

first?

B: Oh, you can just like, go ahead and say everything you wrote on there.

A: Sure, well as you can see here, I e) _____ six years of experience.

B: Head of marketing for Mr. Jones, nice.

A: Correct. That´s f) _____, I told him you might call, and he has

g) _____ already.

B: So, tell me about this management position at this company I´ve never

h) _____.

A: Technically, I wasn't an assistant, but I feel like I could´ve figured it out.

B: Mmmhmm, let´s see what other interview questions I´ve i) _____

here. Ah, yes, why did you leave your last job?

A: I just feel like I needed a bigger challenge, you know? And also, I

j) _____.

B: Mmmhmm mmmhmm. Tell me about one of your many k) _____. And

don't say perfectionist, you liar.

A: Honestly, I don't really l) _____.

B: So, why do you want this job?

A: I like m) _____.

B: Says here you´re proficient in n) _____.

A: Oh yeah, I o) _____all the time, it´s one in the same. Potato, potato,

Am I right?

B: Fluent in French. Very nice p) _____.

A: *Oui*. I know exactly q) _____, that was one of them.

B: Mmm, trustworthy, I´m not really sure that´s a skill.

A: Fair, it also depends how many r) _____.

B: I know it seems like I´m taking informative notes but really I´m just writing –
´Don´t hire´. Literally, look, ´Don't hire.´ Stupid answer, dumb dumb.
You´re not getting the job.

A: You know I´m sensing this isn't going well, so I´m gonna say a bunch of
buzz words.

B: Go for it.

A: Reliable, a team player, self-starter.

B: Mmm, maybe something about efficiency?

A: Time management.

B: There it is.

A: Problem solver, eh? Eh?

B: I´m really enjoying feeling like I´m in power right now.

A: Oh, fast learner.

B: Listen, shut up. You´re talking a little too much, so I´m gonna tell you about
our company now.

A: Oh, I´m squinting my eyes and nodding as if I´m very interested.

B: Same, yeah, no, I could care less about this god-damn company.

A: Well, I´m going to overthink everything I said as soon as I walk out.

B: We might settle for you.

A: That´s what I´m hoping for.

SINGH, Lilly. *If Job Interview Were Honest* [online]. 2018 [quot. 2020-12-13]. Retrieved from:
https://www.youtube.com/watch?v=enD8mK9Zvwo&ab_channel=UtrechtUniversity
Zkopírovat quotaci

Application	Impression
Crucial	Experience
Qualities	Motivation
Appeal	Knowledge
Skills	Competencies
Select	Achieve
Engage	Nonverbal

Appendix 2.3 – Lesson plan 3 (*Job Interview*) – PowerPoint Presentation

Useful phrases

- I am good at … (multitasking, resolving problem situations, working in a team etc.)
- I know how to… (work under pressure, manage my time efficiently etc.)
- I´ve had had experience with… (managing a company, dealing with foreign costumers etc.)
- I was working for 10 years as a… (CEO, marketing coordinator, financial analyst etc.)
- I am… (hardworking, independent, self-drive etc.)
- I have… (initiative drive, ambition, good computer skills etc.)
- I manage my time well by planning out…

Interviewer: how would you describe yourself?

Me: verbally, but I've also prepared a dance

THE END

Appendix 2.3 – Lesson plan 3 (*Job Interview*) – Questions

<u>Questions you might be asked during a job interview</u>

1) Have you ever…?
2) How did you hear about the position?
3) What type of person would say you are?
4) What three adjectives would you use to describe yourself?
5) Tell me about your employment history?
6) What are your strengths and weaknesses?
7) Why would you be good for this position?
8) Why are you interested in this position?
9) What do you do in your free time?
10) What do you know about our company?
11) Tell me about yourself.
12) Why are you situated for this position?
13) What did you like about your previous positions?
14) What didn't you like?
15) Tell me about your greatest achievement?
16) What sort of salary are you hoping to earn?
17) Why should we hire you?
18) Where do you see yourself in five years?
19) Why are you leaving your current job?
20) What is your greatest professional achievement?
21) Tell me about a challenge or conflict you´ve faces at work, and how you dealt with it.
22) How do you deal with pressure or stressful situations?
23) Do you have any questions for us?

MUGUKU, Duncan. *57 common interview questions: Answers and examples* [online]. [quot. 2020-12-13].

Retrieved from: https://www.thriveyard.com/57-common-interview-questions-answers-and-examples/

RESUMÉ

Diplomová práce je zaměřena na použití YouTube videí v hodinách anglického jazyka na druhém stupni českých základních škol. Teoretická část práce poskytuje podklad pro část praktickou, ve které bylo analýzou dvou dotazníků rozdaných mezi studenty před a po absolvování hodiny zjištěno, že většina respondentů tráví alespoň nějakou část dne na YouTube. Jedná se tedy o něco, co současnou generaci zajímá. Ukázalo se, že přestože studenti tráví svůj čas sledováním videí, tak pouze polovina z nich sleduje videa v anglickém jazyce.

Bylo též zjištěno, že za nejvíc problematickou oblast považovali žáci rychlou mluvu ve videu. Práce nepotvrdila předpoklad, že by video bylo v hodinách používáno bez didaktické podpory. Na základě dat z analýzy se potvrdilo, že YouTube videa a jejich začlenění do hodin v sobě obsahují motivační prvky. V průběhu zkoumaných hodin se objevila určitá úskalí, se kterými se učitel může setkat. Mezi ně patří například problémy týkající se zvuku nebo dostupnosti videa.

Cílem této práce bylo též poskytnout pro zájemce o začlenění videa do hodin didaktické materiály, které by jim mohly sloužit jako určitý druh inspirace, jak je možné s videem v hodinách anglického jazyka pracovat.

ANNOTATION

Jméno a příjmení:	Eva Schmidová
Katedra:	Ústav cizích jazyků
Vedoucí práce:	Mgr. Jana Kořínková, Ph.D.
Rok obhajoby:	2021

Název práce:	Využití YouTube videí na druhém stupni českých základních škol
Název v angličtině:	The Use of YouTube Videos at Czech Lower Secondary Schools
Anotace práce:	Tato diplomová práce se zabývá použitím YouTube videí na druhém stupni základních škol v České republice. Je rozdělená do dvou částí – teoretické a praktické. První část slouží jako podklad pro část teoretickou a popisuje současnou generaci studentů, video jako učitelovu pomůcku a představuje YouTube, který může být použitý při učení anglického jazyka. Druhá část práce je praktická a zahrnuje výzkumné otázky a analýzu dvou dotazníků, které byly rozdány mezi studenty ZŠ Náklo. Součástí jsou také tři učební plány obohacené o reflexe. V závěru práce jsou shrnuty výsledky dotazníkového šetření.
Klíčová slova:	Druhý stupeň ZŠ, Vzdělávání, YouTube, Video, Anglický jazyk
Anotace v angličtině:	This diploma thesis focuses on the use of YouTube videos at Czech lower secondary schools. It is divided into two parts – the theoretical and the practical one. Serving as a base for the practical part, the theoretical part describes the current generation of learners, a video as a teaching aid, and introduces YouTube which can be used when teaching English. The second

	part of the thesis is practical and includes research questions and the analysis of two questionnaires which were distributed among students of Náklo Elementary School. Additionally, three lesson plans with reflections are provided. At the end of the thesis, the results of the survey are summarized.
Klíčová slova v angličtině:	Lower Secondary School, Education, YouTube, Video, English
Přílohy vázané v práci:	Appendix 1.1 – Questionnaire given to students before the video lesson Appendix 1.2 – Questionnaire given to students after the video lesson Appendix 2.1 – Lesson plan 1 Appendix 2.2 – Lesson plan 2 Appendix 2.3 – Lesson plan 3
Rozsah práce:	110 s.
Jazyk práce:	Anglický jazyk