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**FILMS AND TV SERIES AS A TOOL OF  
METHODOLOGY**

**Diplomová práce**

Vedoucí práce: Simon Gill, M.A.

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Prohlašuji, že jsem závěrečnou práci vypracovala samostatně a použila jen uvedené prameny a literatury.

V Olomouci 30. 6. 2010

.....

vlastnoruční podpis

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## ABSTRACT

This diploma project focuses on using video in English lessons. The theoretical part deals with using video and methodology, offers some techniques and activities, gives advice how video should be used and how it can help in a learning process.

The practical part offers analysis of interviews of three groups of students at lower-secondary school. The research is based on the qualitative research using observation and a group interview method. It focuses on motivation and how using video influences communication and students' activity.

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# 1 INTRODUCTION

We live in a period of technology and entertainment. Teachers have a lot of opportunities to improve their teaching methods using modern technology such as computers, interactive boards, white boards with data projectors or classic videos and TVs. In my opinion and experience most teachers do not use it very often and stay faithful to ordinary supportive materials. Although it is true that preparing and teaching from student's books is not so difficult, this kind of stereotype is anachronism especially when we consider interests of youth. We need to find another way to catch their attention and I strongly believe that one of the ways to motivate today's pupils might be films and TV series used within class.

People often turn to relax on a couch to watch TV. In my opinion, it gives them a kind of pleasure and comfort. Consequently, teachers should take advantage of such entertainment and use it. My aim is to prove that using a short film in learning process increases motivation and presents language into reality. In today's globalized world students meet cultures which are similar and they often recognize their own life experiences in other people's stories. All this could help us to interconnect the culture with learning foreign language and I am persuaded that the best way is through films and TV series.

The reason why I have chosen this topic is that I have always tended to watch a film rather than read a book. In my opinion, the fact that I watch films and TV series in English with Czech subtitles helps me to improve my English language. I have better pronunciation, fluent utterance and use words more naturally. In other words, I have great confidence, I am not afraid



of communicating in English language and these qualities are the ones we have to awake in students.

In my diploma project I would like to focus on how to motivate young learners with watching films and TV series in a classroom and prove that it creates such an atmosphere where students feel comfortable and are open to speak English. I am going to create some ideas concerning types of films which could be used in class, what factors and features should be taken in consideration and mainly how it helps in learning English. Finally I am going to present some ideas how to work with teaching materials as films and TV series are. I also hope that it will prove how important the contact with a 'real language' is.

Additionally, what I have to mention is that I am going to use some terms which seem to be different but they refer to the same notion. In my work there will be terms such as a video, a film, a short film or a sequence. I am going to use them all as synonyms. My aim is to make it easier for a reader to go through the text.

In the second place, my work will contain some abbreviations which have to be explained in advance: EFL refers to 'English as a Foreign Language, ESL to 'English as a Second Language' and ELT is the abbreviation for 'English Language Teaching'.

## 2 THEORETICAL PART

*“Film...is best used as a spice, to be fitted into the syllabus where it is effective. To change the metaphor, films-and the VCR itself-are but teaching/learning instruments...They do not represent a teaching ‘method’ nor can they replace the skills of the teacher. But they can add greatly to the teacher’s repertoire of techniques, and to students’ enthusiasm and pleasure,”* (Baddock, 1996:6).

### 2.1 Methodology and using video

Language learning is a complex process: in this process, language teachers cannot be far away from the technology (Cakir, 2006) and video is one of the language supportive teaching methods using the technology. I believe that you will find very interesting how it can widen the classroom repertoire and range of activities. For instance, it could put a different perspective on the topic; it could introduce new information; it could invite the comparison of the ways the same subject can be treated in different media or from different points of view (Gillet, 2010). It offers practising listening, reading, speaking or writing skills through different activities which go along with watching films or TV series in the classroom. It means that it supplies a different kind of class work which I am going to present.

This kind of supplementary material has an immense value in contextualizing and bringing to life the listening situation as well as in aiding comprehension of the language (Ur, 1984). In addition *“...students really enjoy watching movies and TV for a variety of reasons. For one, they get exposure to natural language in a non-threatening setting. Secondly, movies and video provide common ground to students of any international background,”* (ESL Partyland, 2009). No doubt that video is an extraordinarily rich source of language in use. Nevertheless, there are

much more reasons why to include watching video into the language class and I am going to present some of them in the chapter 2.1. 2. Now I am going to state some points relevant to methodological aspects of how video can help to language teaching.

### **2.1.1 How can video help?**

According to Stempleski and Tomalin (1990), moving picture component as a language teaching aid is a crucial addition to the teacher's resources through motivation, communication, non-verbal aspects or cross-cultural comparison and I am going to introduce all these aspects separately.

#### **2.1.1.1 Motivation**

Coombe and Kinney (1999:21) state that "*Learners learn primarily because of what they bring to their classroom experience in terms of their perceived needs, motivations, past experiences, background knowledge, interests and creative skills.*" These are necessary components of a learning process which should be taken into consideration by a teacher when s/he prepares a lesson. The learning process becomes continuing, improving, interesting and hopefully enjoyable (Priceless Teaching Strategies, 2008).

Řičan (2008:189) defines motivation as "*...activation and energization of human behaviour in a current situation as well as from persistent personality traits point of view.*" It is a psychological process which encourages students to learn and heighten its effectiveness. Furthermore, Harmer (2007) classifies it into two parts according to the way we gain the motivation and where that happens. When it comes from student's experiences which they bring to the classroom in a form of strong inner feelings, we speak about *extrinsic* motivation. It means that it comes from outside of

the class and it is influenced by student's family, his/her hobbies, friends, attitudes and values. On the other hand, when a teacher tries to motivate students inside of a class by his/her choice of activities and changing of teaching methods, we say that this motivation is happening inside of a classroom and we call it *intrinsic*. Anyway, when a student comes to school and meets the teacher who tries to motivate the whole class using different teaching techniques, both kinds of motivation blend. Then the teacher's task is mostly to sustain student's intrinsic motivation. And using video is a tool of methodology which helps a teacher to catch students' attention and give them a challenging task.

Ur (1984) and Stempleski and Tomalin (1990) mention that moving pictures present a language as how it goes in a real life, so students have a chance to experience language more lively. I would say that watching video provokes a kind of desire to learn some English. It seems like they want to use English as actors and actresses do in a film or a TV show. It is a new experience with a language in a context and what is new and interesting at some level catches their attention.

If a teacher prepares an activity based on watching video, there is no doubt that it is a kind of challenge for students to understand and be able to listen and watch moving pictures at the same time. Harmer emphasizes that this is one of the main teacher's tasks to select an appropriate level of challenge. I am persuaded that elementary school students at the age of 11 – 15 like challenging tasks. On the top of that it is a challenging task for a teacher, as well to awake an interest in English learning.

However, a teacher should be aware of the fact that s/he may also demotivate students by using boring long videos, using the same one too many times, too much video watching in lessons or videos with difficult language. To catch their attention s/he has to decide properly what genre, length, setting (and more) to use.

And what a teacher has to take into consideration I am going to reveal in the chapter 2.1.3.4.

#### **2.1.1.2 Communication**

The office of Superintendent of Public Instruction (2010) states describes communication as “...a process by which we assign and convey meaning in an attempt to create shared understanding. This process requires a vast repertoire of skills in intrapersonal and interpersonal processing, listening, observing, speaking, questioning, analyzing, and evaluating. Use of these processes is developmental and transfers to all areas of life: home, school, community, work, and beyond. It is through communication that collaboration and cooperation occur“. If we look at the definition of Kliment (2002), he declares that if we think of communication as a kind of interaction then it is a discussion among parties concerned. Then any discussion has a character of a feedback which is an integral part of a teaching lesson.

Stempleski and Tomalin (1990:3) emphasize the fact that “*teachers have observed how video sequence used in class makes students more ready to communicate in the target language.*” Students want to share their feelings with others and when they meet some new experience as a film or TV series is, they like to speak about it; what they have seen, what they think about it, etc. And when such an interaction among students is effective then learning is easier, goals are more likely to be met, opportunities emerge for expanded learning, students and school management connect better and more positive perceptions influence the overall school experience (Barefoot, 2003). In short, as Canning-Wilson (2000) portrays, video is a form of communication. It presents complete communicative situations by means of the dynamic, immediate and accessible combination of sound and vision. The students contextualize the language they have learnt.

### **2.1.1.3 Non-verbal aspects of communication**

As Kliment writes non-verbal communication may be defined as communication not expressed by words which uses means of non-verbal nature. G. W. Porter (2010) divides non-verbal communication into four categories: the first is physical which includes facial expressions, a tone of voice, a sense of touch, a sense of smell, and body motions, the second is aesthetic taking place through creative expressions: playing instrumental music, dancing, painting and sculpturing, the third is signs which includes the use of signal flags, the 21-gun salute, horns, and sirens and a symbolic type of communication is the fourth one which includes use of religious, status, or ego-building symbols. Besides, Stempleski and Tomalin present Robert Merabian's estimation that as much as 80 per cent of our communication is non-verbal. And if we think of using video as a mean of non-verbal communication, it allows us to see this action and to freeze any moment to study the non-verbal communication in details. In other words this is a unique contribution of video to language learning which should be exploited.

### **2.1.1.4 Cross-cultural comparison**

If we want to compare two or more cultures, firstly we must answer the question 'What is culture?'. Roshan Cultural Heritage Institute (2001) maintains that the definition is highly misunderstood and misused. The authors claim that culture refers to the following ways of life including, but not limited to: language, arts and sciences, thoughts, spirituality, social activity and interaction. That culture can be learned, shared, integrated, adaptive or symbolic (McDowell, 2008). The way I see it, anyone may define culture in different ways. I explain it as a way of life which is influenced by society as well as our behaviour. We make the culture as it is. It could be an abstract thing like music or a concrete material thing like the building we are living in. It could be

a film or TV series as well. That is why a teacher chooses to use materials of this kind; the aspects of the culture featured are of relevance to her/his students (Gillet, 2010). In other words, every single student can make culture and be a part of it. So, there are many ways how to explain or compare two or more different cultures and their specifics. Additionally, at the age of 12 – 15 students are used to judging and comparing the background they are living in. What I mean is that judging and comparing is not something they would not know.

Stempleski and Tomalin (1990) point out watching video enables observing differences in cultural behaviour which becomes a great source for starting discussion. Video shows students how people behave in the culture whose language they are learning by bringing into the classroom a wide range of communicative situations (Hemei, 1997). It also incorporates English language teaching with the teaching of cultural values that an EFL learner is likely to encounter (Rammal, 2005). Eventually, it is a rich resource for communication in the language classroom.

### 2.1.2 Why should video be used?

When I look at using video in a classroom from the teacher's point of view, I see many reasons why video should be used as an ancillary teaching tool. I am going to present some of them which I find interesting and very important.

The first reason why a teacher should use video is that with films, students "*...can keep watching and therefore spend more time in the foreign language, than if they had been reading grammar books,*" (Kunz, 2008). They are exposed to the foreign language in its spoken way. Then the language sounds more naturally which gives them the opportunity to increase their understanding of the spoken language. The result is that they may build their confidence in language skills (O'Brien, 2007) which I consider as the second reason to use video in class.

Psychological dictionary (2005) explains confidence as "*a state of being certain either that a hypothesis or prediction is correct or that a chosen course of action is the best or most effective*". In our case, the hypothesis could be 'I am able to speak in the foreign language as the actors do in a film.' A teacher plays the role of an agent who is there to help a student to prove her/his hypothesis. S/he tries to awaken student's self-confidence that s/he can make it.

It has a certain connection with self-esteem which Darley, Glucksberg and Kinchla (1986:409) defines as "*the desire to think highly of yourself and to have others think highly of you.*" At the age of 12-15 as the child grows up, many changes happen with her/his body as well as with her/his mind and the self-esteem acts like it would be on a swing. Consequently, student's confidence should be built and reinforced and one of the teacher's tools which could encourage a student to use his/her skills might be video. On the other hand, if the language level of the sequence is set too high, there is a great chance



to lower student's confidence. But I am going to focus on that problem in the chapter 2.2.

As the third reason I find the fact that visual images help you understand what is being said (Kunz, 2008). Learning-english.ca (2009) correctly explains that *"movies in particular are telling us a story in pictures and words-and sometimes actions speak louder than words-making it very clear what is happening even if you don't completely understand what is being said."* It can create a link between the materials being learned and the practical application of it in a testing solutions; video can help manipulate language and at the same time be open to a variety of interpretations (Canning-Wilson, 2000).

Not only actions help us understand to a sequence, but also body language of the characters helps to better understanding. Learning-english.ca suggests that body movements and actions sometimes say it all without a word being uttered which I absolutely agree with. Body language speaks volumes so you can easily tell if someone is angry or in love by the way s/he acts and the movements s/he makes. If we look at that from a psychological point of view, students between twelfth and fifteenth year are capable of analysis and synthesis of received data. In other words, children at this age can think or argue about something in a logical way as adults. That means that they are able to catch actors' expressions and movements as well as the content of what they hear. As a result, students better understand what they hear when they have a chance to see what is going on visually. In words of Canning-Wilson (2000) *"video offers contextual support and/or helps learners to visualize words as well as meanings"*.

The fourth reason is to *"train ears to natural-speed speaking"* (Babelhut.com, 2010). World Languages and Cultures (2010) explains that *"watching a foreign language film is a fantastic way to attune your ear to the sounds of the language"*. The key is to improve student's

comprehension by improving her/his listening abilities. In other words video is a good medium for extended listening to the foreign language. O'Brien (2007) summarizes it, by exposing our ears to the rhythm and sounds of the new language, students can get some benefit. It means that students hear the language spoken very naturally which contributes to the achievement of language teaching goals (Celce-Murcia, 2001)<sup>1</sup>. The thing is that *"the more exposure learners have to the language, the better they are likely to learn it"* (Allan, 1985). However, I have to admit that I do not agree with Kunz's statement: *"Watching foreign movies immerses you in real, fluid language. This exposes you to the way that the language is really spoken. It's not slowed down for learners and it's not made clearer for foreigners"*. My opinion is that for young learners at age from 12 to 15 years is sometimes good to slow the speech down or avoid professional or colloquial expressions<sup>2</sup>. On the other hand, it is true that students should be exposed to the natural pace of speech from time to time to motivate them to learn the language used in the real life.

The fifth reason could be having fun in language lessons. The best part of watching films or TV series is that students can be entertained at the same time they are learning which makes each lesson easier and funnier. They can train their ears to a foreign language spoken naturally and laugh and enjoy watching at the same time. As I said before (Chapter 2.1.1.1), this is a new thing for them within language lessons and they may like it if the video is used properly. My opinion is that new things simply motivate (at least at some level) which is the foundation for further learning. It is based on students' language knowledge which they fix and increase.

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<sup>1</sup> You can learn more about the teaching goals in CELCE-MURCIA, M. Teaching English as a Second or Foreign Language. Boston: Heinle&Heinle, 2001. 584 p. ISBN 0-8384-1992-5.

<sup>2</sup> You can find more expressions in: PEPRNIK, J. *English Lexicology*. Olomouc: VUP, 1998. 123 p. ISBN 8070678151.

To increase student's language knowledge could be one of the following reasons and watching a film is one of the teaching tools to realize that. It is an unusual teaching aid which is not so frequently used and students learn the foreign language without noticing. Students may come across new usage of some grammar or vocabulary, new accents and cultures. The film offers them a look into different cultures where people speak with other languages than their mother tongue is. In addition, thanks to the globalization and rising opportunities to travel abroad a teacher of a foreign language should import awareness into students' minds that they will probably use the language in the future. They should realize that without language knowledge they will not get a perspective job. Nevertheless, if students are exposed to the environment of a natural-spoken foreign language created by using video, they will gain wide language knowledge as well as e.g. cultural knowledge.

The seventh reason which is connected to the previous one is to get a view into ideas, myths and values of the culture films represent (Learning-english.ca, 2009). In one of his essays John M. Frame (2005) quotes Harvie Conn who describes film as a "cultural mirror," a valuable reflection of contemporary attitudes, philosophies, values, lifestyles. I find his definition very interesting. I would even say that film represents as well as creates a specific culture of one country. As Rammal (2005) states: "*viewing provides the learner with an aesthetic look at the culture*". By watching native speakers in a real language interaction, the EFL learner is exposed to the cultural aspects of different countries and has a chance to get know them due to watching video (It depends on the choice of film.). According to my opinion, it is a realistic way how the myths, legends, fairytales and other life stories could be interpreted.

I believe that the following reason is building vocabulary (Babelhut.com, 2010). As Mangrum and Strichart (2010) imply video

provides students with visual context of vocabulary they are supposed to learn or revise which is one of the context clue type used to help a learner understand the meanings of words. However, as I was searching for more information about building vocabulary, I was surprised that a lot of authors do not include using video into their tips 'how to improve your vocabulary'<sup>3</sup>. They offer mostly reading books, playing word games or making the words persona<sup>4</sup>. However, as Kenneth Beare (2010) writes, watching films is a great way to help you understand native speakers of English. Moreover, using all the fancy options watching individual scenes can help make video use into a vocabulary learning exercise. Canning-Wilson (2000) adds that a learner can see immediate meaning in terms of vocabulary recognition in the first language, although, it depends on the background that the word is used within (Write-better-english.com, 2010). Therefore, a teacher has to estimate an amount of the vocabulary and cultural references that many students would not fully understand. Raymond Weschler (2005) explains that obviously every learner will have a different set of words that s/he already knows. He fully expects that many of more advanced learners will already know a great deal of the vocabulary discussed. So, he offers to create a synopsis to each sequence a teacher wants to play. In any case, studying the synopsis should make the entire film more comprehensible, which in the end, is as important a goal as the internalization of any particular word or expression.<sup>5</sup> I am going to present some of my synopsis in the practical part.

The final reason of using video could be the wide usage for elicitation, presentation practice and reinforcement of any language items (Allan, 1985). It could be used to present language either for the

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<sup>3</sup> Read more on <[http://www.ehow.com/how\\_13383\\_improve-vocabulary.html](http://www.ehow.com/how_13383_improve-vocabulary.html)>.

<sup>4</sup> You can learn more on <<http://www.educationatlas.com/building-vocabulary.html>>.

<sup>5</sup> You can read more about synopses on <<http://www.eslnotes.com/index.html>>.

introduction of new areas of language or to supplement what has been taught by other means or methods; it could be used to check whether students are already familiar with the language and can use it confidently, to help a teacher diagnose problems; or it could be used to stimulate learners to produce the language themselves through a role play or discussion.

To sum up the previous ideas about the reasons why video should be used in the classroom I am going to look at it from a global point of view by presenting an example. Pieracarla Santucci (2010) gives an example of Charlize Theron, one of many immigrants who moved to the United States of America. Charlize learned to speak English and sound like people who had grown up in the USA by watching movies and listening to how actors pronounced words and phrases. Today, when so many students and tourists from the United States go abroad, they can do the same thing in reverse. As they watch the action on the big screen, they can take advantage of the opportunity to increase their understanding of the spoken language. In other words, students also may learn a lot from watching films not only at school, but also at home as well. Eventually, I would like to add a great point Learning-english.ca (2009) made: *“Learning English by watching movies in the language can be a fun and enjoyable way to help learn the language but should only be used as an ancillary tool by those who already have a grasp of English and is definitely NOT for beginners,”* which I totally agree with.

### **2.1.3 Video types**

I turn now to video materials a teacher chooses because of the topic they present. This includes ELT and non-ELT material. I am going to display the power of video, present its varieties and then specify the importance and potential of non-ELT video as the film and TV series are concrete types of it.

#### **2.1.3.1 The power of medium**

The power of a medium is explicitly great. It is represented by television, VCR or DVD recorders, the internet, mobile phones, broadcast, etc. It has many pros and cons which are very controversial. However, people use their wide offer every day and our students are not excluded. I have chosen one of the most powerful media which is video. As most learners are used to watching for relaxation and entertainment in a domestic context on every day bases, I am persuaded that the vast majority would be pleased to watch for language-learning context as well. In fact, by using video a teacher brings the domestic environment to the classroom.

#### **2.1.3.2 ELT vs. non-ELT**

Video materials used in language teaching come from a wide variety of sources. There are different sources of films, TV series, broadcasts or other television programmes. Generally, we distinguish ELT and non-ELT video, whether they were designed for language-teaching purposes or not (Lonergan, 1990).

**2.1.3.2.1 ELT materials** are those which were designed for English language teaching. Allan (1985) classifies such materials according to the role they give video in the classroom. She suggests that we could use it for these purposes:

- presenting language;

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

In Lonergan's words (1990) films made for language teaching have the obvious merit of being planned and produced for a language audience. He explains that the language may be graded, and that the presentation of new vocabulary items, structures, or speech exponents will be controlled. Basically, the film is likely to have an explicit language-learning goal, expressed in terms of language structures or a level of communicative ability; and if not, accompanying written materials might be available to guide classroom discussions of what is presented on film. It is still attractive to both teachers and learners; they get to know new language structures or cultural features, nonetheless, they are not so authentic as films made for audience speaking in the target language which brings more natural context.

**2.1.3.2.2 Non-ELT video material** is a type of supplement to the regular curriculum in teaching English language learners as they develop their English language skills (Green, Ybarra, 2003). So, as Gillet (2010) adds, this type of video is produced to convey a message to a particular audience which is meant to be the audience speaking in the target language. What is more important, these films and TV series offer positive authenticity.

According to Gillet, video helps to achieve teaching goals by bringing certain authenticity. Not only the teacher motivates students by presenting authentic language interaction, providing an authentic look at the culture and aiding comprehension, but also videotape authentic material representing non-ELT environments gives examples of particular language functions in operation. These are situations that ELT learners are likely to encounter through their day-to-day socio-cultural interaction

with native speakers of English which can save learners from any kind of embarrassment while communicating with people from target culture. Essentially, as Katchen (2002) sums it up, films and TV series are made for native speakers, so in that sense video provides the authentic language input.

### **2.1.3.3 Things to look for**

*“Perhaps the most obvious use you can make of non-ELT materials on video is to introduce topics which are relevant to your students. You may also find stories which interest and appeal. Cultural background will inevitably be there in some way. And you might even find the occasional short sequence that features language you are studying in class”* (Allan, 1985:22-23). On the contrary, Gillet (2010) offers other features of films to look for. There are situations which are likely to feature highly predictable language: scenes set in restaurants or shops, at parties, reception desks or dining tables. Students are asked mostly to look for the characters, the plot and/or the genre of the story which is presenting. However, as Gillet points out the goal is the ability to retell the main elements of the plot.

### **2.1.3.4 Types of non-ELT video materials**

Lonergan (1990) presents four types of video materials: video recordings of language-teaching broadcasts and films, video recordings of domestic television broadcasts, video recordings of specialist films and television programmes. But if I focus on non-ELT videos, there will be dramas, documentaries, news programmes, cartoons and advertisements (Allan, 1985). Basically, all these types are topic-based programmes which portray information and opinions and so can be used to stimulate discussion, or as sources of data for tasks or projects. I am going to deal with their different styles, constructions and contents as Allan suggests:



#### **2.1.3.4.1 Drama**

Under this title we can imagine feature films, broadcast plays, soap opera (serial stories) or sitcom (comedy series). All these are acted and try to depict simulations of reality with varying degrees of realism or fantasy. The valuable part they bring into class is that they show all kinds of examples of people communicating.

Their big advantage is that a teacher, who plans to work with drama, s/he can split it into short segments which can actually stand on their own and make sense as an independent sequence. As examples, it can be meeting new people, making orders in a restaurant, resolving arguments, etc. Basically, TV series are rich in such examples of situations where language function is in use, although, it is not so easy to excerpt it from a drama.

When a teacher wants to show some situation to her/his students, there is often some information about characters or a plot which have been established in previous episodes and then it is more difficult to understand either the story or language items students should be learnt. In other words, a teacher should think of possible difficulties drama stories carry (more about disadvantages in the chapter 2.2).

#### **2.1.3.4.2 Documentary**

Firstly, documentary programmes give factual information and opinions about aspects of the world. Secondly, they contain a commentary, location inserts and people talking. Commentary is usually very carefully scripted to match the pictures it accompanies, whereas location inserts give the strongest visual clues to programme content. In spite of this, it can be also used just as 'wallpaper' to fill the screen while the words carry the message.

When the interview is presented, the interviewer's questions may be edited out, so all students see it as the individual talking although the interviewer is in fact standing slightly to the left or right of the camera. On the other hand, sometimes a part or all of a commentary is given by people who are featured in the programme. Then the commentary may sound like continuous speech. This kind of commentary is not scripted. In short, it is a good source of examples of authentic, spontaneous speech. However, when a teacher wants to use such a kind of programme, s/he must ask her/himself a question if it is the topic of interest to her/his students, in any way related to their own experience or if it is something they want to know or already know about. Also, when a teacher has some additional materials dealing with the same topic, it is a good idea to use them along with the video text as a package grouped around a theme.

Anyway, there is a great disadvantage. Whereas much of the information tends to be carried verbally, we begin to concentrate on that and to ignore the visual.

#### **2.1.3.4.3 Current affairs and news programmes**

News and current affairs programmes are the television equivalent of newspapers. Their content is more ephemeral than the documentary which is more topical. Newsreaders or reporters present straight to the camera and there is often a form of a visual 'headline' behind them. It has own form where pictures with words change when a reporter moves to another topic.

Their meaning is valuable because their topics are present and their length is suitable for classroom use. On the contrary, they are rooted in the moment and the particular local concerns of the country that produces them. A teacher may need a steady supply of up-to-date programmes otherwise

students will not understand because of lack of information from the background, neither linguistic nor cultural.

#### **2.1.3.4.4 Cartoons**

Cartoons are produced mostly for young audience. They are usually short and humorous and they have a clear storyline. They often display fantastic solutions to characters problems or obstacles. If students are keen on watching cartoons, they may predict characters' predicaments because of their simply going story. For this they are often used in educational programmes for children and sometimes for adults as well.

Characters are mostly familiar and students often can tell the teacher some stories about them. All the same, visuals are a strong element in cartoons too. Even if the language is hard to follow, students usually are able to retell the story from watching the visuals only. It is a great way to them skimming for making a storyline.

Equally, sound effects are an important part of a cartoon. Music helps students to catch the mood and to follow the story in general. However, the danger of using cartoons in lessons is that the language is sometimes colloquial and the voices may be distorted. It is important to think of the fact whether students are able to cope with this. Moreover, they lose the support of many visual elements such as lip movements or other body language. Nonetheless, children often love to watch cartoons more than anything else which adds to video the certain power of interest.

#### **2.1.3.4.5 Advertisements**

TV advertisements are excellent aids for language teaching: they are short and very carefully planned. It means that every word and every visual is there by design and for specific effect. They are good examples of language items, the

language of description or the language of persuasion. They are interesting as well. There is a possibility that students will be interested in the way the medium is used to convey a message.

The warning about using advertisements in lessons is that they play with meanings of words. This may be amusing; on the other hand it may be really inexplicit for the students. Then it takes a lot of explanation. That is why teachers do not use this type of video very often.

To sum up, as Canning (1998) suggests, video in a classroom should be interpretive and to the point. Then it really depends on the teacher which and how s/he uses video. Even though it means to take into consideration many video features to choose an ideal sequence. Tomalin (1991:50) believes that *“the ideal video clip...tells a complete story or section of a story”*. It is not easy to choose such a clip, it is worth trying then using it in class. Furthermore, Gillet (2010) implies that the use of video can help learners to predict information, infer ideas and analyze the world that is brought into a classroom. In short, It has own tools and devices to catch students attention which helps teachers to motivate and make learning process more effective.

## **2.1.4 Planning a lesson**

Now I am going to demonstrate what a teacher has to be careful about or how s/he has to prepare for the lesson where video is being used. Teaching with video is a long process and a teacher plays many roles. A teacher is a controller, an assessor, an organizer and a prompter as well as participant (Cakir, 2006). These roles require being familiar with the video materials before they are used in a class and also encouraging active viewing by developing a plan or some synopsis. In the following chapters I am going to present some points concerning what a teacher has to take into consideration when s/he prepares such a plan.

### **2.1.4.1 What do we have to take into consideration?**

When a teacher decides to use video in her/his lesson, s/he must choose a proper film or TV series. There is a wide range of video material available, but there are some factors which influence her/his choice: a type of video, purpose, interest, length, flexibility, language level, language items to be taught and lexis (Stempleski, Tomalin, 1990).

#### **2.1.4.1.1 Type of video**

It is necessary to think of the type of video which should be used in a lesson in advance. There are two types: educational and authentic video material (TV show, TV series or film made originally for native speakers). The educational type of video is a material which was made on a purpose to educate people in a specific area whereas the authentic one is made for the audience speaking in the target language (more in chapter 2.1.3).

#### **2.1.4.1.2 Purpose**

A teacher chooses video according to what her/his intention of the lesson is. S/he can use video on more than one purpose. It could be the development or review of vocabulary, presentation or review of grammar, focus on pronunciation, viewing comprehension, listening and speaking or reading and writing practice, cultural awareness and cross-cultural comparison or simply s/he can use it for testing. S/he has to choose the right sequence with the right purpose.

#### **2.1.4.1.3 Interest**

Students do not think of video as a teaching supplement material but as television. Similarly, there is a possibility that students would be interested in watching in a lesson as they are at home. According to The KidsHealth.org (2010) *“kids and teens 8 to 18 years spend nearly 4 hours a day in front of a TV screen and almost 2 additional hours on the computer (outside of schoolwork)...”*. The same way a teacher should use the fact that children enjoy watching TV at home, but the chosen sequence must fit into students' interest.

Students often judge the teacher and her/his acting all the time and if they do not like the sequence s/he has chosen, they will get bored and no one will participate in such a lesson. It means that a teacher should respect students' interests and choose the right film with the right sequence and grab their attention.

#### **2.1.4.1.4 Length**

The choice of a video sequence according to its length really depends on supplementary activities and the structure of the lesson. It is always better when a teacher can use a video in one lesson which is directly followed by another one, so s/he

can prolong the lesson if there is the necessity. Anyway, the chosen sequence should suite for a one-lesson class period. And into the bargain, a teacher has to count not only with the length of video; s/he has to prepare some activities which should fit into the lesson, too. To put it another way, as a teacher prepares, it is advised to prepare a time schedule for the whole lesson the video is going to be used.

#### **2.1.4.1.5 Flexibility**

A teacher should choose a sequence that s/he can use it with more than one technique (chapter 2.1.5) and several activities (chapter 2.1.6). It should be flexible that a teacher could use it not only with one class. S/he usually has more than just one class and it is a great opportunity to evaluate the lesson when s/he can use such a technique in diverse classes.

#### **2.1.4.1.6 Language level**

It is quite clear that when a teacher prepares for the lesson where s/he is going to use the video, s/he must take students' language level into consideration. S/he should think of the vocabulary, grammar, pronunciation, accents and other language aspects used in the sequence. Then s/he makes a formal decision if the sequence and activities are suitable and understandable. On the other hand, Stempleski and Tomalin (1990:9) add that "*it is not necessarily a crucial criterion. It is more important to grade the task or activity so that the class can deal with it, rather than to grade the video material itself,*" which I totally agree with. I am persuaded that a combination of interesting and challenging sequences is the most suitable for lower-secondary students.

#### **2.1.4.1.7 Language items to be taught**

*“If the aim of the lesson is to teach language from the screen, then the presence of relevant functions and structures will be a prime consideration in selecting a sequence. If, however, the aim is to stimulate discussion or other skills work among students, then specific language items are not so important,”* (Stempleski, Tomalin, 1990). Although, even if a teacher has prepared a kind of discussion, there are always required some specific language items and students should know when and how to use them.

#### **2.1.4.1.8 Lexis**

Using video is one of the most effective methods to introduce or review vocabulary. Additionally, when a teacher decides to use video in her/his lesson, in most cases s/he prepares at least one activity dealing with vocabulary. It could be a discussion, matching, a crossword, etc. If a teacher uses such a method, the vocabulary is fixed in another interesting way – by watching moving pictures, listening the pronunciation and its usage at the same time. Students have a chance to get to know some lexis in a different usage which is the best way to extend their language knowledge.



### 2.1.5 Basic techniques for using video

Firstly, if a teacher wants to use video in her/his class, s/he must know how to handle or manipulate with video technology. S/he must count with equipment disposition of a classroom and optimize activities s/he wants to use.

Secondly, when a teacher prepares for the lesson, s/he should consider the best option of possible video techniques. Stempleski and Tomalin (1990:15) offer some basic techniques which can be done with the video and which I am going to introduce:

2.1.5.1 *Sound off/vision on* is a technique which is used to encourage students' imagination by watching a scene and thinking of a possible dialogue going on. Students focus on what they see rather than on language being used. It stimulates their own language activity when they have to express what they have seen. Of course, there are more possibilities how to work with sound off sequence. It depends on teacher's creativity.

2.1.5.2 *Sound on/vision off* is a technique when students guess what is behind the voices coming from vision off video. They imagine characters' looks or setting which they can describe later in a discussion part. In short, it supports students' imagination. I could think of activities supplementing sound-on-sequence which are drawing the setting or the characters, role-playing, making a play which may lead into making a project.

2.1.5.3 *Pause/freeze-frame control* could be used with the combination of sound off/vision on or vice versa. It means that a teacher freezes the sequence whenever it is necessary for completing the tasks. It could be some moments which show character's expressions for students to suggest thoughts or feelings or it could be the moments when students are supposed

to guess what will happen next. In any other way, freezing a sequence raises suspense which evokes positive activity. It is a great way to give students space to express their thoughts, feelings or ideas.

2.1.5.4 *Sound and vision on (listening and viewing comprehension)* is a basic technique which includes focusing on the dialogue as well as scene background. A teacher has wide selection of activities going with this technique. S/he can hand out some comprehension questions or vocabulary to look for them or one task could be to fill the gaps in a dialogue. However, this technique is very demanding because students have to focus on more than just sound or a picture.

2.1.5.5 *Jumbling sequences* is not favourite video technique because it is very time-consuming to prepare. Students view each section of a sequence in the wrong order. They are supposed to put sections into a correct or plausible sequence. Still, it could be very demanding activity for the learners.

2.1.5.6 *Split viewing* includes group work. This is a technique when some students see a sequence but do not hear it and others hear but do not see. It is better to use some gap-filling activities.

## **2.1.6 Activities**

Activities connected to video watching in a classroom are essential supplementary material to help students focus on what they are supposed to learn. Without them students will see no point in watching video except killing some time at school instead of learning. That is why students need to know what is expected from them, what they are supposed to do and if watching video is giving something to them. It means that a teacher has to prepare some activities which could help them to get some knowledge from watching a sequence and practise some language. Otherwise it will have no effect on improving their English.

A teacher can use many activities when s/he wants to teach by using video. Stempleski and Tomalin (1990) divided them into three groups: 'before you watch', 'while you watch' and 'after you watch'. In practice there are a lot of different kinds of activities within each group which some of them I am going to reveal in synopsis in the practical part.

### **2.1.6.1 Before you watch**

This is a kind of brainstorming. By using before-you-watch activities a teacher finds out how much students know about the film or story itself, presents or reviews some vocabulary or grammar needed for understanding the sequence and by that s/he might encourage them to learn some language too. For example there are discussions, vocabulary practise techniques or web activities including facts finding (about the film, an historical event or characters mentioned in the film).

### **2.1.6.2 While you watch**

This kind of activity implies listening exclusively. There are prepared questions or other tasks to do while students are

watching, so they know what they have to focus on in advance. Their listening skills and ability to sustain attention are practised which is one of the most important parts of a video watching lesson. On the top of that, watching moving pictures is fun and an interesting way to practise their listening skills and abilities and students enjoy such enrichment of the lesson without realizing they learn and practise their language skills.

### **2.1.6.3 After you watch**

When students are done with a listening part, there should be some after-you-watch activities. A teacher may suggest a discussion to practise speaking skills or give a writing task such as writing a summary, description or characterization with respect to their language level. It could be also a kind of game to find out how much they have learned from the film, for instance a quiz. In short, after-you-watch activities give a feedback what they have learnt from watching a video to a teacher as well as students.

## **2.2 Advantages vs. disadvantages of watching non-ELT video materials in class**

Going through my sources I have come across some disadvantages concerning watching non-ELT materials in class. Some of them are obvious and some of them appear as a teacher prepares for her/his lesson. On balance, they all should be mentioned. I am going to reveal the disadvantages I find important to take into consideration.

### **2.2.1 Time-consuming**

The first and most important disadvantage is that the preparation for such a lesson takes much more time than to prepare for a lesson a teacher does not use non-ELT video. This kind of teaching method is very time-consuming to prepare. In Goodwin's (2007) words, for teachers it requires either an almost photographic memory of every film or the viewing of entire films in quest of a 'perfect' clip. What is more, the teacher has to choose the right scene of the right film which fits into a syllabus. It has to accompany the activities s/he prepared and vice versa.

If I look back in the chapter 2.1.3.4 there are many points a teacher has to take into consideration which takes a lot of time. More importantly, a teacher does not have only one lesson with one class to take the liberty to spare all her/his time for preparation a video sequences accompanied with activities. On the other hand, as I mentioned in chapter 2.1.3.4.5, if s/he makes it in advance advisedly to use it with other class in other time, it might be worth it to devote some time for such a lesson.

### **2.2.2 Teacher's interest**

As Goodwin points out that the common feature of implying video in a lesson is that teachers choose films according to what they like. They simply use a film they like. At the same time he admits that

there is actually nothing wrong with that as long as the accompanying activities and tasks are appropriate. As a rule, forcing a particular clip upon students just because a teacher finds it interesting or funny is not advisable. In other words, it might happen that students will not like it as a teacher does and get bored. After that, the activities will not be carried out as a teacher anticipated. Nonetheless, s/he must count on students' interests, too.

### **2.2.3 Video technology**

As video technology develops, not all teachers are familiar with new technology video offers, such as DVD players, interactive boards and data projectors. Goodwin explains that not all teachers are familiar with how to use such equipments efficiently in a manner that would not distract the students from the task at hand. That is why teachers should be well-trained on using and exploiting video (Cakir, 2006). Additionally, there is a lot of technology on the world market which might be helpful in a classroom. The innovation of classroom equipments is a necessary step forward in progress of our schools and teachers should have an interest in modern technology and teach each other how to use it.

At the same time, the fear of technology is backed up with cost, inconvenience or maintenance (Goodwin, 2007). The prices of DVDs are high and a teacher usually cannot afford it. Not even school management is a fan of giving such money for the purpose of facilitating a school library with DVDs to have a wide range of films a teacher could go through and then choose what is suitable for her/his class. Sometimes s/he decides to make a copy of a film s/he finds the best for students. Then the problem of the quality arises. As Cakir (2006) points out, the sound and vision of the copies or home-produced materials may not be ideal. All those things a teacher must consider because *“s/he has the prime responsibility for creating a successful language learning environment”*.

#### **2.2.4 Student's imagination**

Balatova (1994) suggests that scenes where utterances are backed up by an action or body language are considered easier to understand by students (chapter 2.1.4.4). On the other hand, as a result, there is a small disadvantage. When the sound is supported by moving pictures, it may partly repress student's imagination. The film offers the certain image of a story being told and viewers do not have a chance to imagine other ways of background, characters' appearances, etc. as they have when they just listen or read the story without a visual support. At the same time, the colours and sounds combined are the ribs of human imagination and creativity, so the repression does not have to be something which a good teacher cannot deal with. There are many techniques how video can be used to support students' imagination.

#### **2.2.5 Inappropriate language**

Weschler (2003) considers some of the vocabulary as crude, or even obscene. People often swear and use idiomatic language which is hardly understandable. It may look like teachers should not teach such a language. On the contrary, the material the teacher presents here is based on dialogue which reflects the way people speak in the real world. Authentic video materials reflect the entire range of everyday conversational English. No one says that students should swear but it is better to understand what the phrase 'You're such a son of a bitch!' means before someone tells you rather than you would think of the person who is speaking about your mother as a female dog. Weschler adds that "*understandably, you may find it easier to say 'He charged me a lot more than the fair price' instead of 'He ripped me off,' but guess which one the native speaker will use!*". In short, those language expressions are very useful and as Weschler observed, they adopt actively in order to give learners their speech a more 'native-like' feel.

### 2.2.6 Frustration

When a person makes a conversation with a foreigner, s/he conforms her/his language to the situation. Weschler explains that s/he starts talking slower and much more importantly by reducing the range of colloquial vocabulary s/he uses. But not everyone is so accommodating. In the case of non-ELT video materials, people playing in a film do not modify their speech just because a foreigner is expected to watch it. Actors and screenwriters could not care less that viewers are foreigners. From linguistic point of view, it may be helpful because of natural flow of speech the student is exposed. On the other hand, Weschler reveals how frustrating it can be: *“This may make watching them incredibly frustrating, especially if you're at that level where you feel fluent, but still can't follow a lot of the dialog. And yet, the fact remains that there is probably no better source of linguistic input than a good film, if, paradoxically, you could just understand what is being said!”*. That all remain how prepared and well-trained the teacher must be to choose an appropriate video sequence from different points of view.

To sum it up, there are so many disadvantages which may discourage a teacher from presenting video in her/his class. What I really want to say by displaying pros and cons is that a teacher must be well-prepared for such a lesson. It is her/his responsibility if the lesson goes well or not. Even if it so time-consuming and difficult to find a sequence students will like, the best part may be children's interest and activity in such a lesson which is, I think, what is really worth it.



## 3 PRACTICAL PART

### 3.1 Introduction

In my practical part I am going to present my research which I did at secondary schools in Dobruška. After the consultation with a sociologist I have decided to do a qualitative research. It serves as a look into lessons of English where the video is used and compares it with a lesson taught in an ordinary way using accessible teaching materials. During the comparison I focus on interaction in the homogeneous class and the change of the way of communication. For this purpose I apply the qualitative paradigm using observation and group interview methods with the result of Grounded Theory.

On one hand, some methodologists criticize the qualitative research for its subjectivity and limited number of observed objects within one area. That causes problems to generalize its results. On the other hand, in many cases these criticisms are actually advantages. As Hendl (2008) defines the research process is always a compromise and a balance of pros and cons. The real advantage is the acquisition of an in-depth study of events or objects. *“We do not stay on the surface; we do detailed comparison of phenomenon, observe its emergence and investigate concerned process.”* It is not an easy process but at the same time it is a chance to reveal the theoretical points of my research and formulate a new theory which would be the result of my work.

## 3.2 Planning the research

Hendl (2008) suggests planning the research according to few steps which I intend to follow:

- Putting the research question
- Selection of objects of interest
- Details of the research – what we should focus on, when, where and who we should observe
- What kind of methods should be used
- Fulfilment of the research
  - To collect data and analyse them with the aim to answer the research questions
  - To put the data into context (descriptive analysis of a lesson)
- Research report – the report presenting results of the research
  - To give reasons for the way of choosing respondents
  - To organize the theoretical and notional concept of the study
  - To organize preliminary and final results (eventually add some graphs or diagrams)
- Evaluation of the origin of the work and its contribution

In the following chapters my approach will be described in details and the characteristics of the qualitative research will be set and explained together with its theoretical results.

### **3.2.1 The research question**

On the basis of Stempleski and Tomalin (1990) experience how video can help students and teachers to liven up a lesson, I asked myself a question '*In what way does the interaction change in an English lesson when video is used as an additional teacher's resource?*'. The answer to this question becomes the main object of my observation. My task is to search out and analyse any kind of information that could contribute to find the answer to the question. As the matter of fact, using the qualitative research I might modify my question throughout the research.

The question concerns students' activity within a lesson. In other words, during the observation I focus on their interaction and communication which is influenced by motivation brought into class by using video as a teaching tool.

### **3.2.2 Selection of objects of interest**

The anticipated selection of object of interest is set by my study programme 'secondary education' which refers to teaching students at the age of 11-15. For my research I have chosen students in the 8<sup>th</sup> grade. This choice was made considering the language level, type of video and its flexibility, students' interest in the advance chosen topic and task-based syllabus which I consulted with English teachers of classes where the research is realized in.

### **3.2.3 Details of the research**

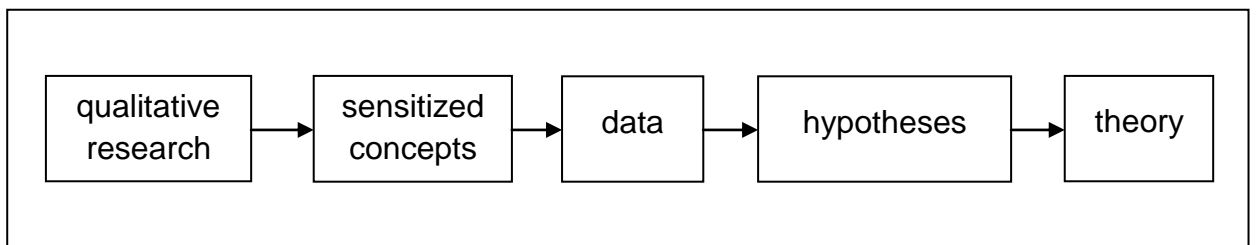
The research is based on observing students' activity in English lessons taught using different teaching techniques. I focus on the ways of students' verbal as well as non-verbal communication and their spontaneous reactions to the stimuli I make which will help me to evaluate the lessons and make the conclusion to the research. That is why I use a camera to catch all their responses and expressions.

In the lesson plans there are involved all basic stages every lesson should have (beginning of the lesson, revision, presentation, practice and end of the lesson). They have been realized at two schools: ZŠ Fr. Kupky and Grammar school Dobruška within two weeks. Three different classes are chosen as three homogeneous groups for observation. In each class I will teach according to two lesson plans concerning the topic of characterization of people at the same age as students are. The lesson plans will be added as appendices.

### 3.2.4 Research methods

Grounded Theory (Hendl, 2008) which I have chosen for my research represents a concrete research strategy as well as the way of analysing obtained data. The aim of the research is to create the concept of a theory for phenomenon appearing in specific situations which are controlled and observed by a researcher. In other words, Grounded Theory is the presentation of searching a specific “nominal” theory which concerns de-limited population, area and allowed time. Eventually, rising theory is grounded in data obtained during the research. It uses strict and detailed definition of research steps, although, they may be modified by researchers during the process. The whole course of the qualitative research based on Grounded Theory is demonstrated in the figure no. 1.

**Figure no.1**



To form such a theory I am going to use some specific methods. The choice of methods for data collection is based on the required type of information as well as whom the information is gotten from and

under which circumstances is going to happen so. It is also influenced by researcher's options. In my research I use the observation to find out what students do, how they respond and react and group interview to find out what they think, how they feel and what they believe in. Additionally, I specify the methods used in my research.

#### **3.2.4.1 Group interview**

Group interview represents more organized type of a group discussion. It is also often used as a qualitative interview with more people involved. This type of interview is conducted with six or eight people and the aim is to discuss a certain topic which takes mostly an hour and a half. Nevertheless, to my purpose I conduct the interview with eight to eighteen people for ten to fifteen minutes. It is an easier way for students and for me as a researcher too. Students would not pay attention for longer time and I would spend more time to evaluate obtained data.

Participants in the interview usually make a homogeneous group. They are supposed to reflect the question that the interviewer asks. They can hear the answers of the others in the group in order to complete it or add some opinions of theirs. It is not necessary to reach an agreement or to come into conflict.

Group interview has several advantages. In a short time the researcher can get high-quality information from a group of people, not only from one person. In this kind of data collection the quality of information is valued because interviewees may control their responses and correct their attitudes. The group dynamics contributes to focus on the most important topics. At the same time, for an interviewer it is easy to find out when the agreement or disagreement is reached with the certain type of affirmation in the group. On the top of that, the group interview is interesting for both sides – interviewer as well as interviewee.

### **3.2.4.2 Research observation**

The observation method can be used for many purposes – it can confirm the results obtained by interview, anyway, it is also used as the main research method especially when the research has a descriptive character.

Research observation is classified according to several dimensions. There are the ones I use in my research: overt, participated, structured observation in a natural situation.

Participated observation is one of the most important methods of a qualitative research (Jorgensen, 1989). We describe what is happening, who or what is taking part in a course of events, when, where and how the events occur and why it happens so. It is a long-lasting process and it requires several steps: to establish contact, the observation, data logging and a conclusion.

The main observation task is to choose situations where relevant participants would be involved in all the happenings and interesting activities. Then we observe the groups in three stages that are more and more focused on particular aspects of situations: descriptive, focused and selective observation.

3.2.4.2.1 The researcher starts with a descriptive observation. The aim is a detailed description of people, events and also background. In other words, s/he creates an intimate portrait. In the report this kind of observation has a narrative form.

3.2.4.2.2 The focus observation refers to particular relevant process and issues. In sequence, the researcher creates a theoretical frame which is grounded in data which allows understanding and explaining to readers what is happening in a terrain. Then certain data dimensions become more or less important.

3.2.4.2.3 The selective observation occurs in the end. The researcher is searching for another examples and proofs of types of behaviour or processes found in the second phase. S/he tries to find counter-examples and verified hypothesis.

In my research I try to answer following questions:

- a) What kind of behaviour does or does not repeat?
- b) How do people behave to each other? What is the principle of those interactions?
- c) What is the content of their conversation? What are the common topics? What kind of language is used – verbal or non-verbal?

Additionally, there are some terms which have to be introduced. These theoretical terms are three components of Grounded Theory which help to explain the main idea of generalization.

### **3.2.4.3 Concepts**

Concepts are considered as the basic components of an analysis because the theory is drawn from data conceptualization. It means that the researcher cannot make a theory without processing her/his data. S/he has to give them 'an abstract label' - conceptual nomination.

### **3.2.4.4 Categories**

Categories are even more abstract than concepts. However, they are generated by the same analytical process to reveal all resemblance and differences. In addition, categories are considered as 'foundation-stones' of the rising theory.

#### **3.2.4.5 Propositions**

Finally, propositions form generalized relations between categories and concepts. Originally, this component was called 'hypothesis' but this term was eventually changed because 'proposition' include conceptual relations whereas hypothesis focus on measured relations.

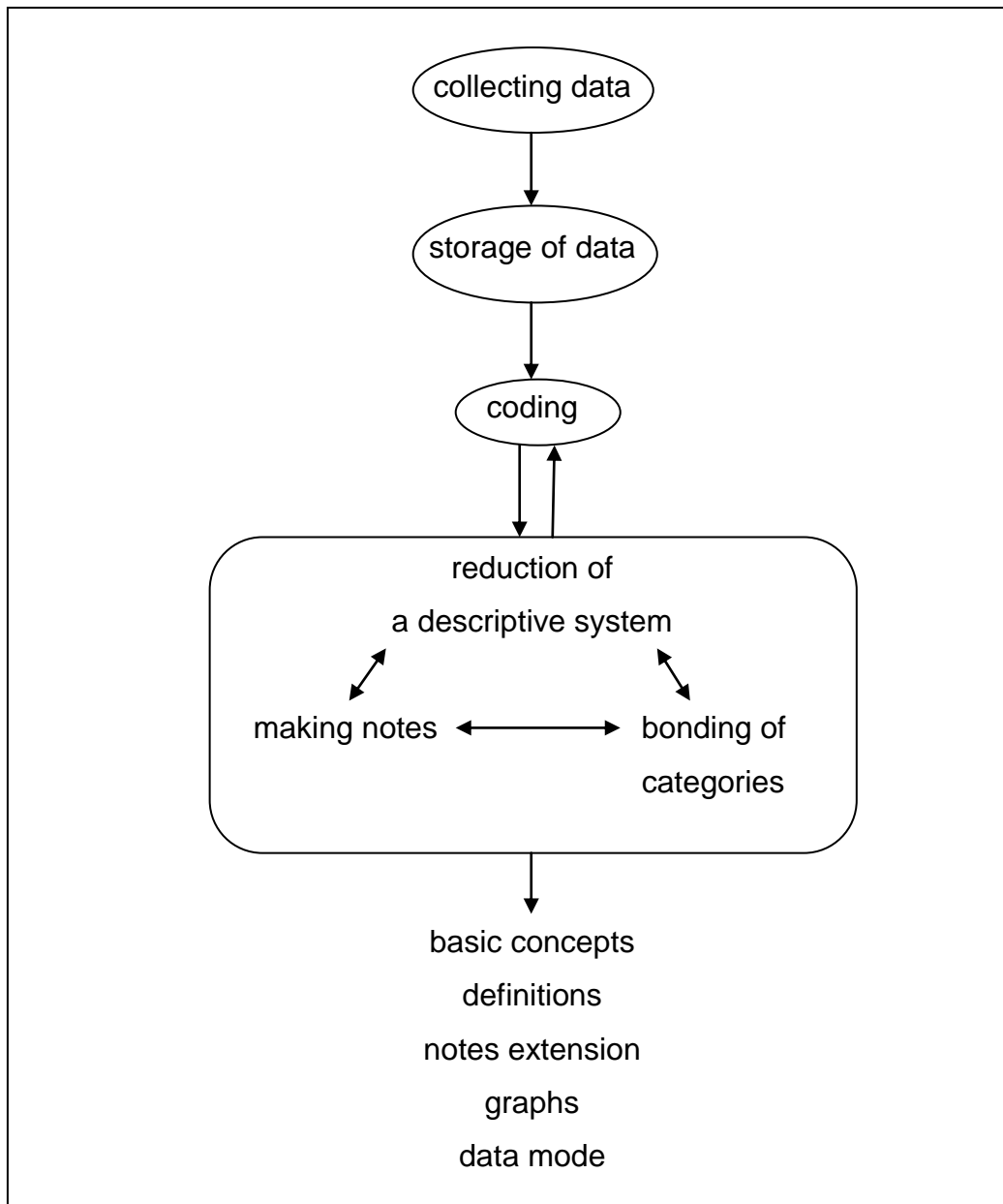
#### **3.2.4.6 Coding**

By the term 'coding' we understand uncovering data with the aim of new integration interpretation and conceptualization. Strauss and Corbin (1990) distinguish three ways of dealing with an analysed text – open, axial and selective coding. These procedures do not have to be used separately. They rather represent different ways of how to work with text and the researcher can go over one procedure to another if s/he needs. In any case the analysis starts with open coding and in the end selective coding is used mostly. The whole process is accompanied by making notes as basis of giving reasons for a rising theory.

To sum up, the new theory is not generated but elicited inductively during the process of phenomenon observation. Strauss and Corbin (1990:23) conclude that the theory is discovered, developed and provisionally verified through systematic collection of data and their analysis. In the end, this theory becomes more abstract and covers more areas of social behaviour. To be clear, I add the scheme of single steps and results of Grounded Theory in the figure no.2.



**Figure no.2**



### **3.2.5 Fulfilment of the research**

Firstly, I am going to reveal some points from lesson plans to display what kind of activities I did with students when I was playing the role of a teacher to collect data for my research. After that I am going to present the transcript of interviews with codes I have made and my notes and comments which are going to help me to make a report and build a final theory.

#### **➤ Teaching lesson no.1**

The theme of that lesson is to characterize a person with positive as well as negative character adjectives. We all together (a teacher and students) translate adjectives from a handout with help of pictures. There are pictures spread on the front desk and cards with adjectives are stuck all over the blackboard. Students are supposed to match the right adjective with the right picture. They also work on the drawing of one of their classmate and find out her/his character.

#### **➤ Teaching lesson no. 2**

In the second lesson I use a video. At first we discuss the characteristics of classmates which students did in the previous lesson. After that we sort them according to their positive or negative meaning. Subsequently we watch a PowerPoint presentation to practise characterizing children who are going to show in a video sequence. Then we do some before-you-watch activities and watch the video. Finally we check a while-you-watch task and discuss some points connected to the sequence.

#### **3.2.5.1 Open coding**

The first phase of working with a text is open coding which leads to uncovering its topics or themes. We identify basic categories and their characteristics using adjectives. This process is based on low-level abstraction.

There are some of my notes which have to be mentioned before I start with coding process to enable readers to understand the mood and atmosphere in the classroom during doing an interview.

- Almost all students take turns in answering my questions. I do not exclude anyone. Although, sometimes students talk all together and it is hard to recognize who is talking, it does not affect a general thinking of the whole group.
- Students were very surprised from Czech used in an interview. Some of them were pleased, some of them were really excited that they would not have to think about how they would express their thoughts and opinions in English and some of them were a little bit confused about using Czech because they were used to speak only in English. As a result, the beginning of an interview proceeded very slowly. On the other hand, their responses to my question if they liked lessons taught by me were mostly without hesitating.
- Even if students should be at the same language level, there are differences which are noticeable. The 8.B has very spontaneous reactions. They are eager to talk, to express their opinions and discuss them in spite of the fact that it would be probably grammatically wrong. There is a lot of positive noise which leads to more responses and opinions. The 8.A is a very calm and quiet class. Despite of their great English, they speak too little. They know grammatical rules very well, but a teacher has to 'dig' a response to her/his answer. On the contrary, the 3.G is a class of the local grammar school. They are great talkers; their English is on a higher level than 8.A's or 8.B's, so lessons were going well. Nevertheless, the interview proceeded very slowly. They were used to use

English for the whole lesson and Czech language used during the interview was a bit shock.

Now, I am going to present the categories and concepts I created during the open coding with their scheme:

**INTERVIEW with 8.A**

**Date: 27/5/10**

**Students: 8**

**Students 'S' (Single student 'S<sub>n</sub>'), Teacher 'T'**

**1<sup>st</sup> stage**

T: How are you?

S: Fine. Good!

T: How did you like English lessons with me?

S: It was good.

T: Which one did you enjoy more? The first lesson or the second one?

S: The second. Probably the second one.

T: Ok, who is for the second? *(8 students are raising their hands.)*

T: Who is for the first one? *(Nobody is responding.)*

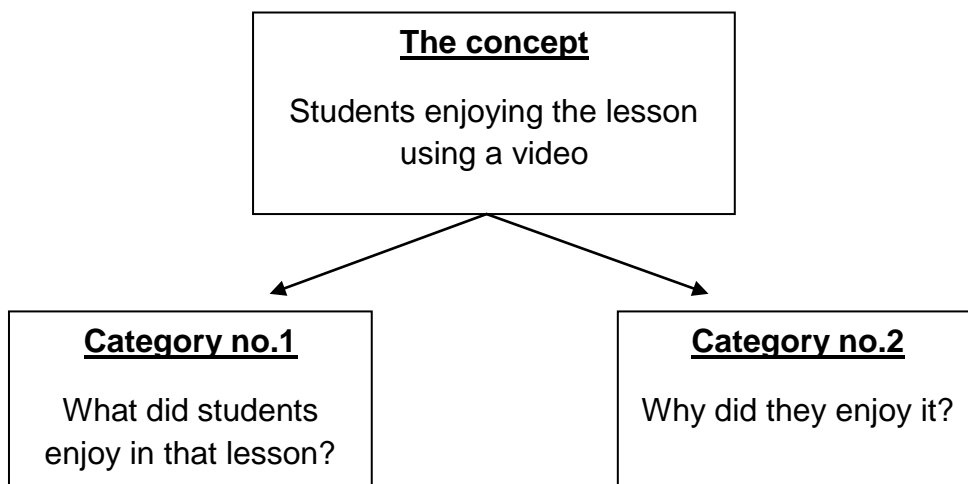
T: Ok. And why did you like it more than the first one?

S<sub>1</sub>: We run the pictures. *(PowerPoint presentation)*

S<sub>2</sub>: And the film.

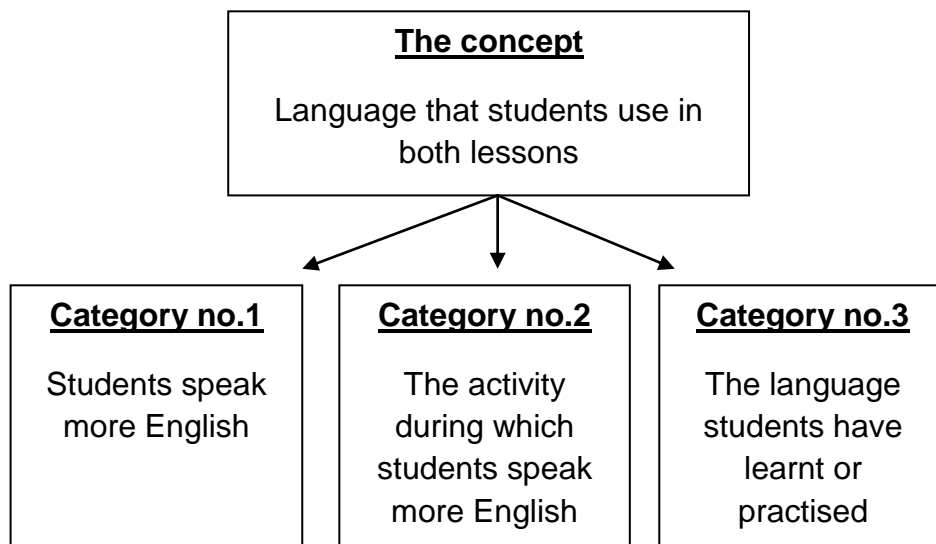
T: Fine, but why did you enjoy the second lesson more? There were pictures, the video, what else?

S: Well, it was interesting. It was something new.



## 2<sup>nd</sup> stage

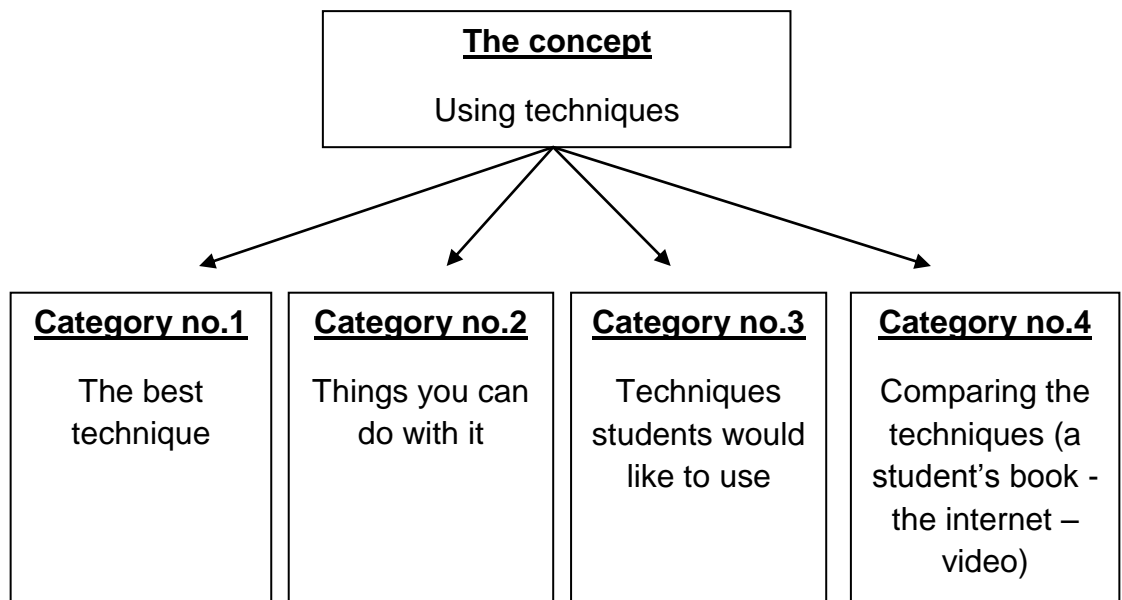
- T: Excellent, and what about English? In which lesson did you speak more English?
- S<sub>1</sub>: In the second.
- S<sub>2</sub>: In the first one.
- T: And when? Within what activity did you speak more English?
- S: Well, when we were characterizing the friend of ours.
- T: Anything else?
- S: When we were describing the pictures.
- T: And do you remember what sentences did you use?
- S: 'She is...'
- T: Please, finish your sentence.
- S: 'She is bossy.'
- T: And do you remember anything else from what you were saying about those pictures? What did I ask about?
- T: 'What is she saying?' or 'What is he saying?'...what tense did you use? How did you answer?
- T: For example: 'I'm eating chocolate' as Augustus in that picture.
- S: Present continuous.
- T: Present continuous. That's right. And what about the friend at the beginning of the lesson? What was I asking about?
- S: At first, we read his character.
- T: And then?
- S: Why do we think he is behaving like that.
- T: And what tense did you use? I am sure that someone said 'He is rude.' And I asked 'Why?'.
- S<sub>1</sub>: Present simple?
- S<sub>2</sub>: Simple!



### **3<sup>rd</sup> stage**

- T: What do you think about all techniques you use in English lessons when you compare them? Radio, an interactive board, video, a student's book, ... Have you already tried them all? Which is the best?
- S: The internet.
- T: And what do you do on the internet when you have a lesson in a computer room?
- S: We practise.
- T: So, you would like to practise on the internet every lesson and not speak at all?
- S: Well, yes, sometimes.
- T: And what other techniques do you know? What would you like to use in a lesson?
- S: The board.
- T: An interactive board?
- S: Yes.
- T: And what about the student's book?
- S: Not so much.
- T: Why?
- S: They are old-fashioned.

- T: Old-fashioned? Every time you know where to look. The vocabulary is in the back, grammar is in each lesson highlighted in a colourful frame,...You have everything there.
- S: That's we have on the internet as well.
- T: Ok, imagine, you would like to practise your English and you would play the speech of Martin Luther King from the beginning of the 20<sup>th</sup> century. You are saying that you are able to play it on the internet by yourself. Would you understand that?
- S: I don't know. Maybe, I would play it in Czech at first.
- T: And how would it help you to improve your English when you played that in Czech first?
- S: After that, I'd play it in English.
- T: Voluntarily? *(laugh)*
- S: Probably not.





#### 4<sup>th</sup> stage

T: So, would you like to have such a lesson more often?

S: Sure!

T: So, you would like to play the video more often, like once a month?

S: Certainly.

T: What about several times a week? Would you mind?

S<sub>1</sub>: No.

S<sub>2</sub>: It would be great.

T: And have you learnt something in such a lesson or not?

S: Yes, we have.

T: In which lesson did you learn more? What do you think?

S: Maybe, in the second one, because we were practising single characters of children.

T: And do you like video?

S: Yes, of course. *(answering all together – with an enthusiasm)*

T: What type of video would you prefer? Did you like Charlie and the Chocolate factory?

S: Yes.

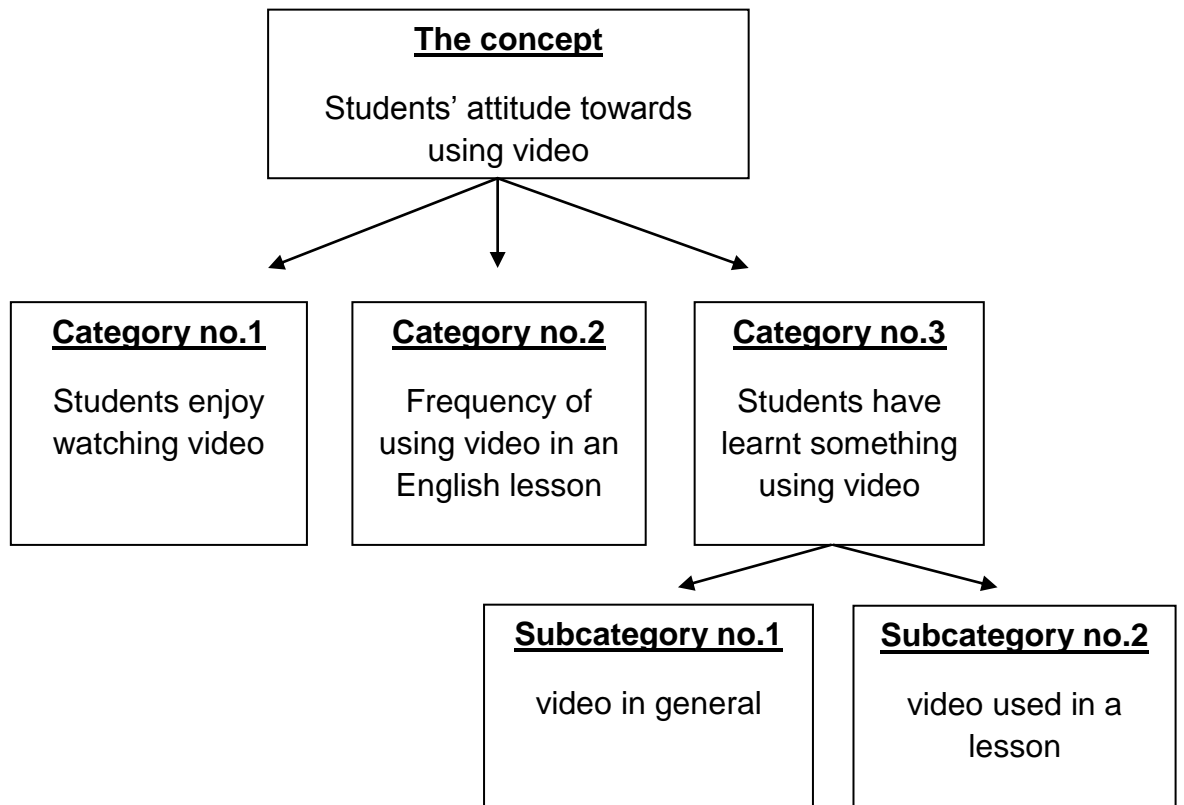
T: Do you think that you learn more when you hear English using and see it in the same time?

S: Yes, sure.

T: Why?

S: Because we can see what they are doing as a result we get better what they are saying.

T: Great! Excellent! That's all from me. Thank you.



**INTERVIEW with 8.B**

**Date: 28/5/10**

**Students: 18**

**Students 'S' (Single student 'S<sub>n</sub>'), Teacher 'T'**

**1<sup>st</sup> stage**

T: How did you like the lessons?

S<sub>1</sub>: Great!

S<sub>2</sub>: Cool!

T: Which one was better?

S<sub>1</sub>: The second one.

S<sub>2</sub>: Both were great.

T: Ok, who is for the second lesson? *(15 students raised their hands)*

T: Who is for the first one? *(3 students)*

S: But, they both were good.

**The concept**

Students enjoying the  
lesson using a video

**Note:** There was a positive noise in this class with real excitement.  
Students' general opinion is that they liked both lessons.

## 2<sup>nd</sup> stage

T: What do you think? In which lesson did you speak more English?

S<sub>1</sub>: In the first one. *(2 students hold this opinion)*

S<sub>2</sub>: In the second. *(5 students)*

T: Why in the first one?

S<sub>1</sub>: Well, because we translated the words and the adjectives.

S<sub>2</sub>: Well, we used them in sentences, in English.

T: And what about the second one? Who thought that we spoke more English in the second lesson? So, why?

T: And what do you think? In which lesson you have learnt more?

S<sub>1</sub>: In the second lesson.

S<sub>2</sub>: In the first one.

T: In the first one? During the translation?

S<sub>1</sub>: Well, yes, I mean the vocabulary.

S<sub>2</sub>: In the second one because we already knew the vocabulary, so I used them more properly than in the first lesson.

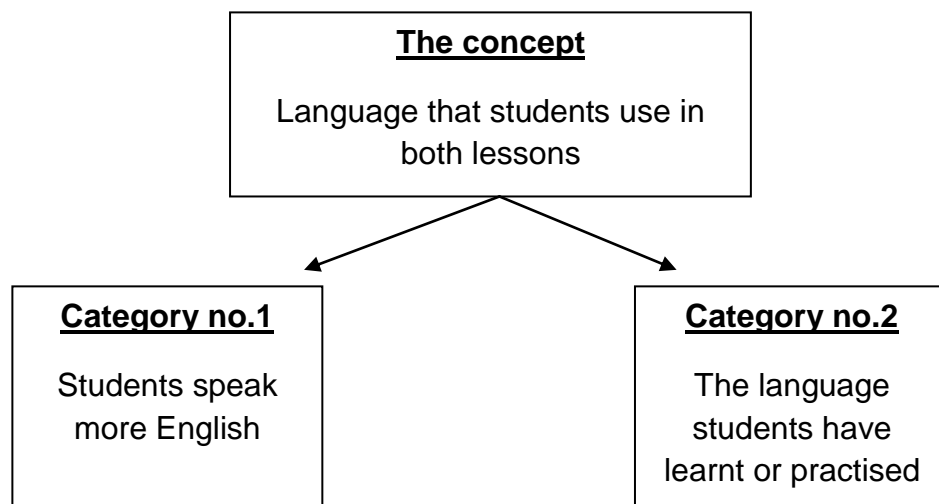
S<sub>3</sub>: I think that in both lessons we have learnt something.

T: But, if you had just the first lesson, we would translate them, we would somehow practise them,...

S: So, I would not remember them. *(a quick answer)*

T: You would not?

S: Maybe just four or five of them if I doesn't count the words I have already known.



### 3<sup>rd</sup> stage

T: So, we have used video, you use a student's book, a blackboard, sometimes an interactive board or a computer – the basic techniques. Which is the best? What do you think?

S<sub>1</sub>: Computers.

S<sub>2</sub>: No, the board – the best one is the interactive board.

S<sub>3</sub>: The best thing would be going to England.

S<sub>4</sub>: Or America.

S<sub>5</sub>: But we don't use an interactive board.

S<sub>6</sub>: It would be the best if we went to the class where the board is. But we don't go there.

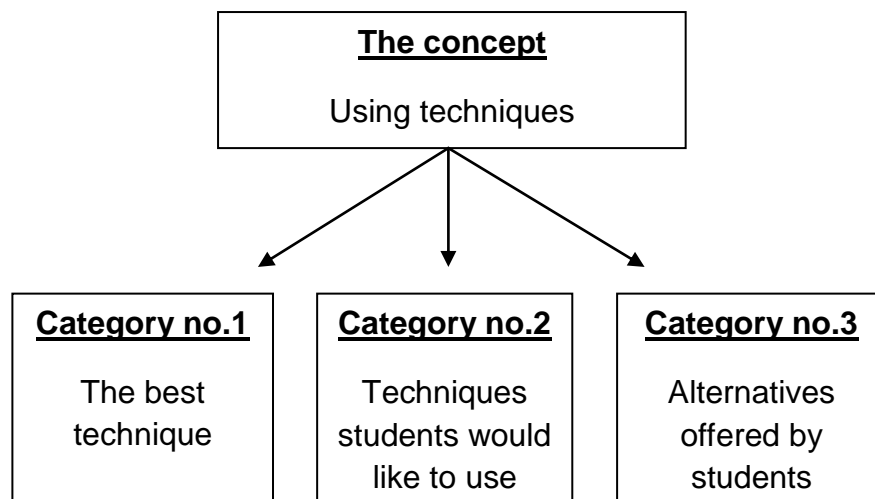
T: Not at all? Not even once? *(There is only one interactive board in the school.)*

S: No.

T: And what if we combine video with the interactive board?

S<sub>1</sub>: That would be great!

S<sub>2</sub>: YES! *(enthusiasm)*



#### 4<sup>th</sup> stage

T: And do you think you would appreciate using video more often?

S: Sure! Of course! *(without hesitating)*

T: What if you use video every week? Or twice a week? Wouldn't you get bored?

S: No! If it was in English, it would help us to get some knowledge. If it was instead of common learning...

T: But, it has to be in English.

S: Well, if those videos were not the same one all the time, we wouldn't get bored.

T: And what films do you like? What would you like to see in a class?

S<sub>1</sub>: Comedies.

S<sub>2</sub>: Yes, comedies.

S<sub>3</sub>: Erotic films.

T: Erotic? Honestly? Imagine. You would play an erotic movie in a class. What would you hear from English?

S: Oh-my-God! *(laugh)*

T: So, how would it help you to improve your English?

T: What other films would you appreciate?

S<sub>1</sub>: Maybe, fairytales or comedies.

S<sub>2</sub>: Fairytales.

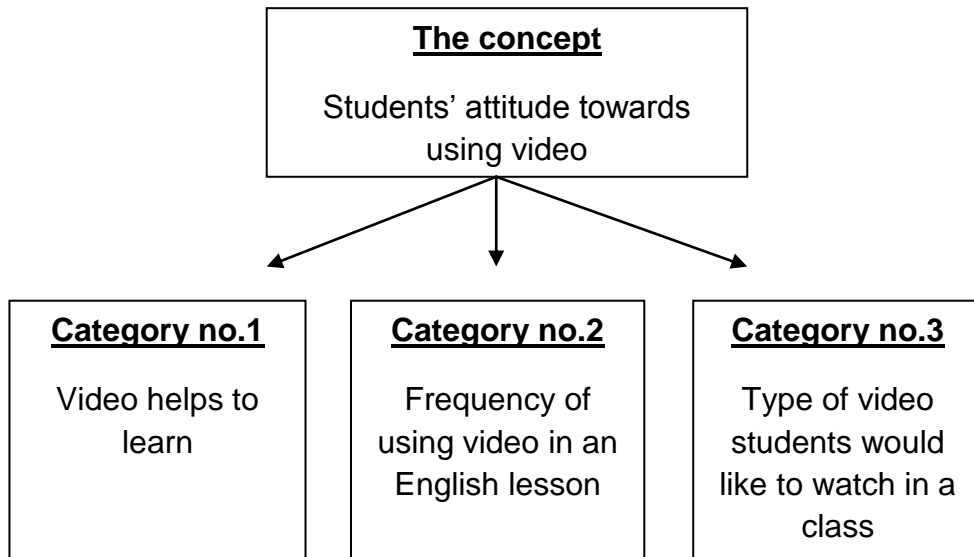
T: And how did you like Charlie and the Chocolate factory?

S: Yes, it was good.

T: So, did video help you somehow to learn?

S: Yes, sure.

T: Well, thanks a lot.



**INTERVIEW with 3:G**

**Date: 9/6/10**

**Students: 11**

**Students 'S' (Single student 'S<sub>n</sub>'), Teacher 'T', Mentor 'M'**

**1<sup>st</sup> stage**

T: How did you like the lessons with me?

S: Good. It was fine. *(hesitating)*

T: Which lesson did you like more?

S: The second one.

T: With a video?

S: Yes, that was great.

T: Who is for the first lesson? *(nobody)*

T: And for the second one? *(All students are raising their hands.)*

T: And why did you like it more than the first lesson?

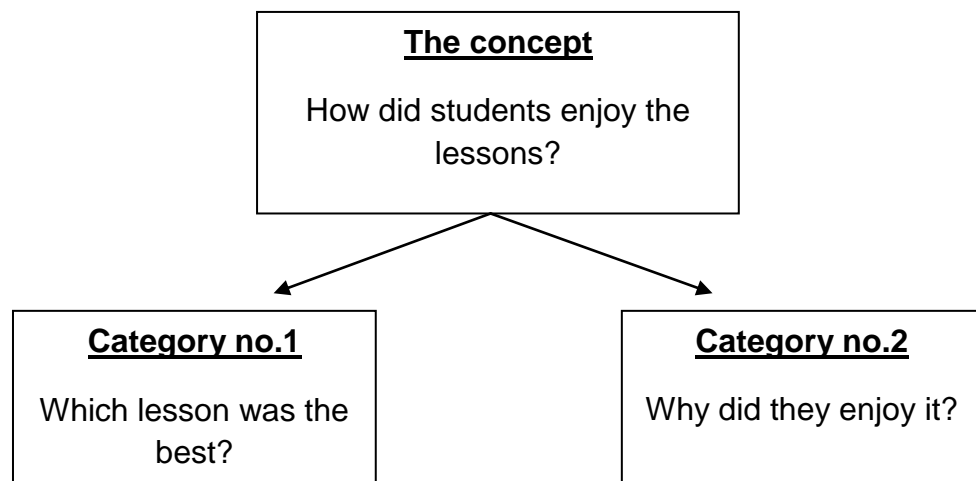
S<sub>1</sub>: Because there was a video.

S<sub>2</sub>: I liked how they talked to each other, their English.

S<sub>3</sub>: I liked characterizing the children. *(in a PowerPoint presentation)*

S<sub>4</sub>: Well, that we worked with the video, not just watched a film.

T: Thanks.



**Note:** These questions lead to a comparison and specifying moments which students enjoyed the most.



## 2<sup>nd</sup> stage

- T: What did you learn or practise in the first lesson and what in the second one?
- S: New vocabulary.
- T: Did you learn or practise them?
- S: Well, in the first lesson we learnt them and in the second one we practised.
- T: And do you think you did learn in them in the first lesson?
- S: In part.
- T: And in which lesson did you speak more English? What do you think?
- S: In the second one.
- T: So, what language phrase did you use?
- T: In the first one, what did you use when you were talking to each other?
- S: There we used phrases like 'I think...something..something' that someone has some characters.
- T: And when you were asking your classmate what character s/he has, what sentence did you use?
- S: 'Are you...?'
- T: Yes, that's it. 'Are you lazy?' or 'Are you shy?'. And she answered...?
- S: 'Yes, I am.' nebo 'No, I am not.'
- T: And what about the second lesson? What phrases did you use? How did we practise new vocabulary? What did I ask about?
- S<sub>1</sub>: You asked about the children.
- S<sub>2</sub>: If they are positive or negative. (*positive or negative meanings of adjectives from the handout*)
- S<sub>3</sub>: Our friend, what character he has.
- T: And how did you say that?
- S: 'Vašek is...something...something.'
- T: And what did I ask about after that?
- S: Why.

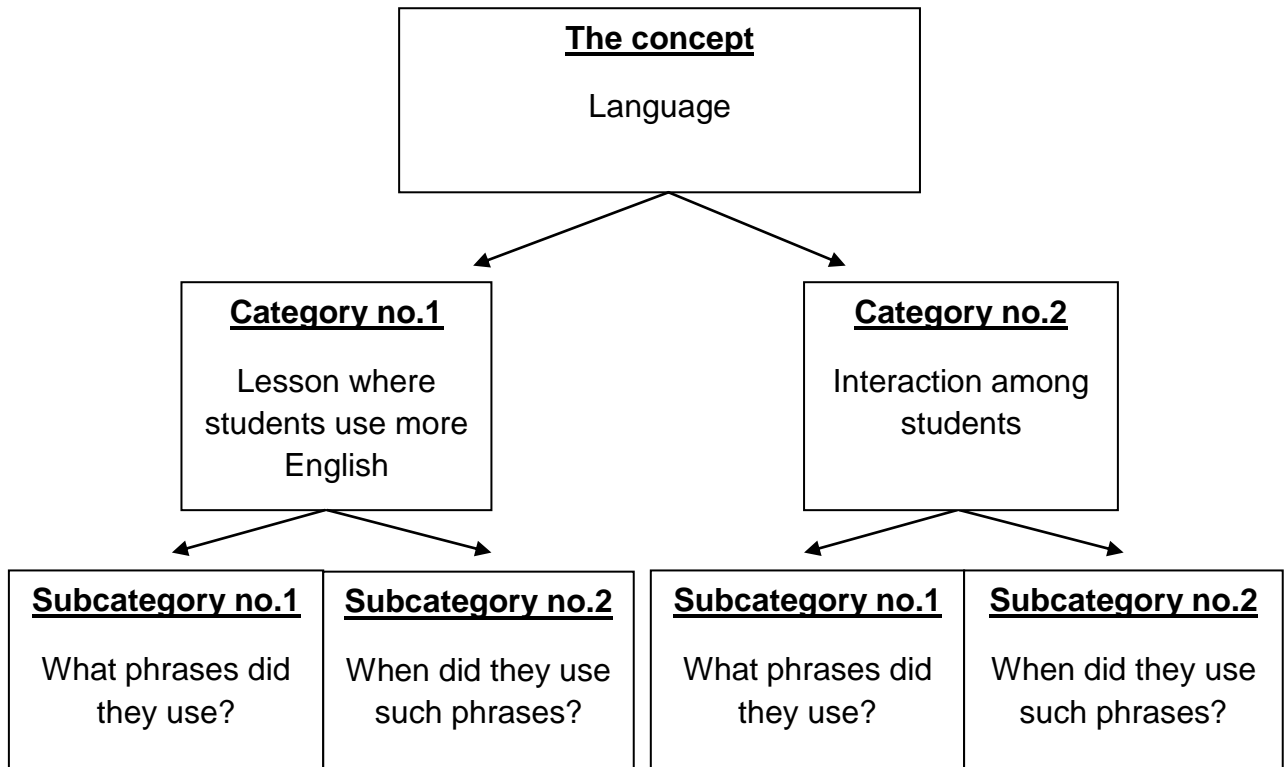
T: So, what was the phrase? How did you react?

S: 'I think that he is ...something... because...'

T: Well done!

T: In which lesson did you speak more English among each other?

S: In the first lesson because we asked our classmates.



### 3<sup>rd</sup> stage

T: All right, in the second lesson we used the video to practise new vocabulary. What other techniques do you know? What can you use in a lesson of English except video? What do you think?

S: A radio, a data projector, a screen.

T: Ok, now imagine all the classrooms and their equipments in the school. What else can you use?

S: A computer, a dictionary, TV, video.

T: Anything else? Jana, an interactive board-do you have it?

M: Yes, but not with them because we are not in the laboratory, language laboratory. But we did the internet, didn't we? Web pages for help, for example.

T: All right, and what about the basic technique? What do you use almost every lesson of English? *(As a hint, I am holding a student's book in my hand.)*

S: A student's book.

T: And which is the best from those you have already used?

S<sub>1</sub>: The data projector.

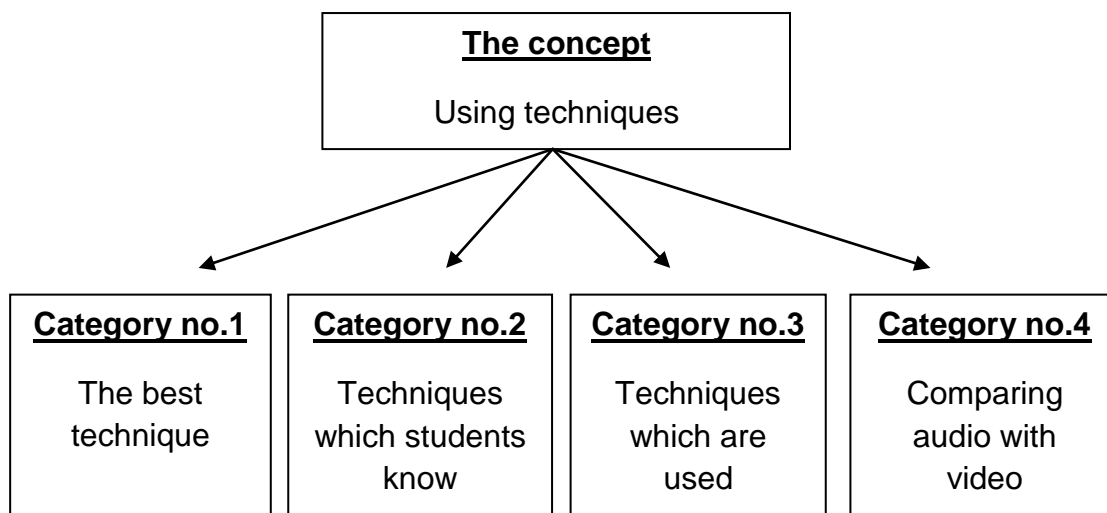
S<sub>2</sub>: The computer.

S<sub>3</sub>: Video.

T: And what about the radio?

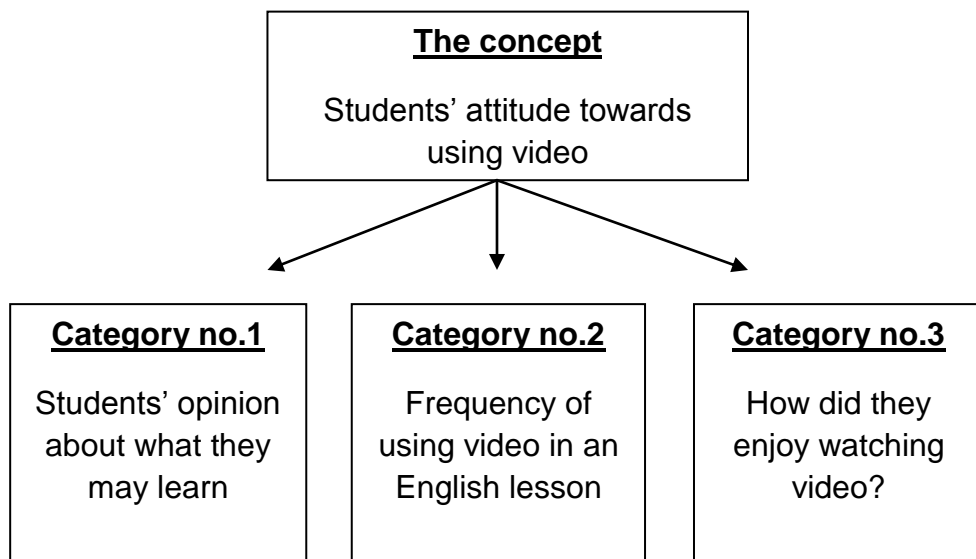
S: No, video is better.

M: They do not like radio so much. There is a little fear of it, isn't it?



#### **4<sup>th</sup> stage**

- T: And do you think that you would learn more using video?
- S<sub>1</sub>: No.
- S<sub>2</sub>: Yes.
- T: So, who is for 'no' , raise your hand. *(1 student)*
- T: And who is for 'yes', that means that you think you learn more with video? *(the rest of them – 9 students)*
- T: And would you like to use it in English lessons more often?
- S: Yes, of course.
- M: But not passively.
- T: Sure, there must be some activities accompanying watching video, not just watch and get nothing from it.
- T: So, you would like to use it for example once a week or every lesson?
- S<sub>1</sub>: At least twice a week.
- S<sub>2</sub>: Once a week would be the minimum.
- S<sub>3</sub>: Twice a week.
- T: Wouldn't you get bored?
- S: No.
- T: Are you sure?
- S<sub>1</sub>: Yes.
- S<sub>2</sub>: Watching films never palls on.
- T: That's true. You watch TV at home, so why don't watch at school, right? And when you learn something while you watch...
- T: That's enough. Thank you.



### **3.2.5.2 Axial coding**

In the second phase called axial coding we search for causation, conditions, consequences, interactions, strategies and processes. This analysis interconnects new categories which were made in the first phase – the open coding. It is a process when the researcher asks her/himself many questions. My questions are ‘May I separate the concepts into any sub concepts?’ or ‘May I merge some categories into one which seems to be more general?’ which help me to make the scheme of an axial coding paradigm according to the model suggested by Strauss and Corbin (1999).

The main point is to identify several terms used in such a paradigm. They are phenomenon, causal conditions, a context, intervening conditions, proceeding and its strategies and eventually results. The following scheme draws the axial paradigm of my research. It helps to understand relations among categories.

**Context**  
Using techniques in a lesson of English  
(in general).  
School facilities and availability of  
teaching techniques.

**Intervening conditions**  
Students enjoy watching video.  
Students speak more English.  
Students compare techniques used in  
English lessons.  
Students interact with each other.

**Causal conditions**  
Students enjoy watching video.  
Students do not learn English  
by using video very often.

**Phenomenon**  
Using video in the  
lesson of English

**Strategies**  
Activities and language  
structures used in lessons

**Results**  
Students enjoy the lesson  
where video is used.  
Students learn some language  
during watching video.

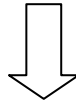
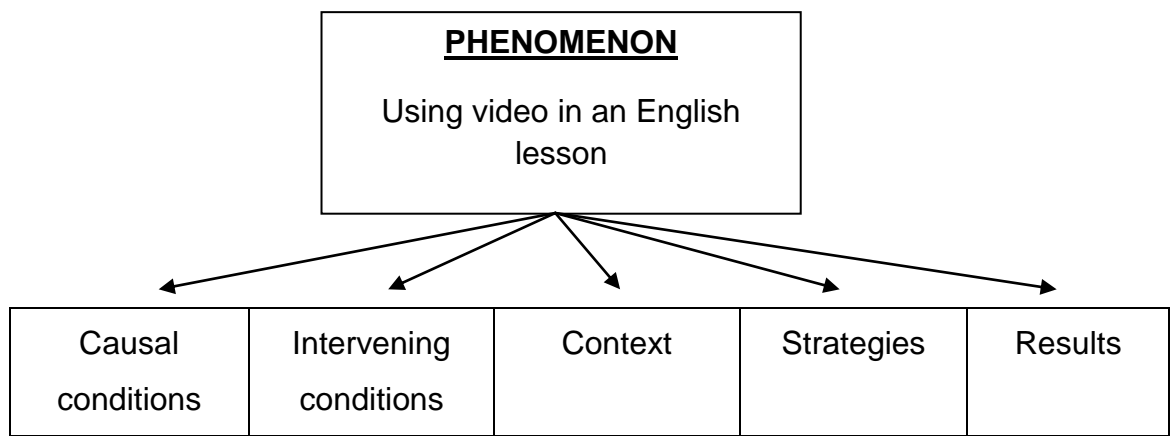
### **3.2.5.3 Selective coding**

The third phase we begin with the integration of results. As Hendl (2008) states in the process of selective coding a researcher is led by endeavour to find the main themes and categories which will be the central point of a raising theory. It means that new themes and categories will integrate the others. The new network of concepts and interconnections has its centre in these main categories.

The researcher's task is to compare and find possible contrasts. His/her notes made during the research help him/her to create relations, interconnections and finally the main category. It is the goal of an analysis. In other words it is the central phenomenon which other categories arisen out of the process of axial coding gather around. Then the integration becomes more and more complex and stable.

The first step of describing results is the analysis of axial coding outcome. From this step we proceed to sustain the central category which helps to understand the whole data analysis. When I am creating the central category, I am going to come out of my scheme of paradigmatic model.

From my scheme of the axial coding paradigm I come up with two main categories:



**Central categories**

**Students are motivated to learn when the video is used as a supplementary teaching method.**

**Students enjoy lessons where video is used.**



### **3.2.6 Research report**

My study is based on the group of students of an elementary school at the age of 11-15. I have chosen the 8<sup>th</sup> grade according to their language level which corresponds with the film I have chosen for my research. Students gave a great response and enjoyed the lessons I had prepared for them. Thanks to the positive atmosphere in each class, I also enjoyed teaching and my whole research was proceeding well.

The transcripts of interviews were coded and categorized and after final phase of the analysis I have reached the central categories. By integrating these two categories I have raised the new theory, the goal of my research:

*“Students enjoy lessons where video is used and as a result they are motivated to learn some language.”*

### **3.2.7 Evaluation of the origin of the work and its contribution**

In my practical part I try to display all my results with graphs and tables which are helpful for understanding of each step of the analysis. The results are based on the observation supported by the video tape where lessons plans and interviews are stored. The lessons plans were drawn in the way students have a chance to compare two English lessons taught in different ways. That was done in an interview and its transcript was used for the analysis.

I have chosen the strategy 'The Grounded Theory' which Hendl (2008) suggests in his publication called 'The qualitative research'. The steps were led thoroughly; nevertheless, there was not enough time to do analysis deep. There should be involved other research groups, but in my case I was advised by a sociologist that three groups are adequate to my possibilities. Additionally, I have had a chance to co-work with three colleagues who have had different teaching habits. Teaching in those classes was a great experience and it was interesting every time in a different way. Above all, students' responses and reactions did not differ in the main points and I could come to conclusions and pronounce the grounded theory of my research.

Nonetheless, the biggest problem was the equipment. At ZŠ Fr. Kupky, there is just one classroom where an interactive board is and one more classroom equipped with a data projector. Students were enthusiastic just about the change of environment. They do not go to that room very often; as a result they enjoyed lessons done with me and even more with using a video and the data projector. Subsequently, such a positive atmosphere helped the process of learning and also helped me to finish the research.

To sum up, had more time for the observation I would collect more data with other research groups to give the research bigger reliability. But then the research would be prolonged and last easily a year. However, I had to consider colleagues' time table and syllabus

which had to be followed. In spite of that, I stand up for the data I have collected, analysis I have done and the theory I have made.

## 4 CONCLUSION

My diploma project deals with a thought to motivate students to learn by using a video as a teaching method. In the theoretical part I try to depict how video can be helpful in a learning process and how the method is connected with methodology itself. Basically, the most important part is planning the lesson. Teachers must take many aspects into consideration before they use video in class. That is why I add some tips for teachers how to use it and which activities go with it. It offers some advice which I find useful. Of course, there are a lot of advantages and disadvantages which influence not only the choice of a type of video but the whole approach of a teacher to use video as a supportive teaching technique. Nevertheless, the whole project is focused on non-ELT videos. Accordingly I chose the sequence from Charlie and the Chocolate factory for my research. Furthermore, the film is suitable for students of a lower-secondary school – it has not got a difficult language, it supports students' imagination, it goes with their interests and characters use proper English.

The practical part is based on the strategy of a qualitative research which is called 'The Grounded theory'. I have chosen this kind of research because my opinion of using video could not be vindicated quantitatively. I have made the analysis with qualitative methods of observation and a group interview. Thanks to this approach I have reached the new theory considering using video in the lesson of English. My aim has not been only to prove that using video motivates and stimulates students' speaking activity, but also to support teachers' creativity. In appendices there are some of my own activities accompanying lesson plans I used with classes where the research was done.

Students' activity and interest in watching video in an English lesson give me a reason to use it when I will teach my own classes. I find it as a great contribution to the scale of methods teachers dispose.

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## **VIDEO:**

A Tim Burton Film: *Charlie and the Chocolate Factory* [DVD]. © 2005 Theobald Film Productions LLP. & © 2005 Warner Bros. Entertainment Inc.



## APPENDICES

- Appendix 1: Lesson plan 1
- Appendix 2: Lesson plan 2
- Appendix 3: Handout to the lesson plan 1
- Appendix 4: Cards with adjectives
- Appendix 5: Pictures
- Appendix 6: Handout to the lesson plan 2
- Appendix 7: Printed PowerPoint presentation

## Appendix 1

### TEACHING LESSON NO. 1

**Student's name:** *Petra Uhlířová*

**Mentor's name:** *Mgr. Milena Vodehnalová, Hana Škvrnová, Mgr. Jana Holásková*

**School:** *ZŠ Fr. Kupky, Gymnázium Dobruška*

**Class, number of students, level:** *8.A - 11 students, 8.B – 18 students, 3.G – 11 students, pre-intermediate*

**Date:** *10-11/05/10, 07/06/10*

**Topic:** Person's character

**Aim:** To revise some adjectives and present the new ones, to draw a picture and use them in a context by describing a classmate.

**Language:** English is used for the most of time; Czech is used for translation of vocabulary.

**Skills:** Lesson focused on speaking and writing.

**Motivation:** Discussions, pictures which are going to be stuck on the blackboard, manual work (cutting adjectives from a handout and sticking them into students' exercise books), teacher's role-playing, drawing.

**Teaching aids:** Blackboard, pictures, glues, scissors and handouts.

**Classroom arrangement:** Students are sitting at their seats, in the case of sticking pictures on the blackboard they have to move around the class.

#### 1. **Beginning of the lesson: Greetings!**

#### 2. **Brainstorming** – Discussion

(5 min)

*“Think of your best friend!”*

*“Try to describe her/him using some adjectives!”*

### 3. Presentation: New adjectives

Translation – with the help of the pictures (20 min)

- Adjectives are stuck all over the blackboard.
- Pictures explaining their meanings are spread over the two front desks.
- Students are supposed to guess the meaning of the adjectives according to the pictures. They are free to move and stick the right picture to the right adjectives.
- Teacher helps with translating using mime and role-playing.
- Students guess the Czech meaning.
- At the same time students write the adjectives and their Czech meaning into their exercise books.

### 4. Practice

a) Drawing a picture (5 min)  
- Students are supposed draw a picture of their classmate into ex. books.

b) Handout – *“Cut and stick the adjectives you think they describe your classmate to the picture of her/him!”*

- Students use phrases like ‘*Are you generous?*’  
‘*Yes, I am./ No, I’m not.*’. (10 min)

c) Checking – Discussion (5 min)  
*“Tell us the name of your classmate and what you think about her/him?”*

### 5. The end of the lesson: Greetings!

## Appendix 2

### TEACHING LESSON NO. 2– VIDEO LESSON

**Student's name:** *Petra Uhlířová*

**Mentor's name:** *Mgr. Milena Vodehnalová, Hana Škvrnová, Mgr. Jana Holásková*

**School:** *ZŠ Fr. Kupky, Gymnázium Dobruška*

**Class, number of students, level:** *8.A - 8 students, 8.B – 18 students, 3.G – 11 students, pre-intermediate*

**Date:** *12/05/10, 08/09/10*

**Topic:** Person's character

**Aim:** To revise some adjectives, use them in a context, describe characters from a video sequence, to discuss students' opinions of the characters, to complete the worksheet.

**Language:** English is used for the most of time; Czech is used for translation of vocabulary.

**Skills:** Lesson focused on speaking, writing and listening.

**Motivation:** Discussions, watching video, s worksheet, a presentation of the characters with PowerPoint.

**Teaching aids:** Video (A Tim Burton Film: Charlie and the Chocolate Factory [DVD]. © 2005 Theobald Film Productions LLP. & © 2005 Warner Bros. Entertainment Inc.), PC, interactive board and handouts.

**Classroom arrangement:** Students are sitting at their seats.

#### 6. **Beginning of the lesson: Greetings!**

#### 7. **Revision: Discussion** – checking of the task from the last lesson (5 min)

*"Take the picture of your classmate you draw!"*

*"Tell me what adjectives you used to describe your friend."*

*"Why do you think s/he is ... ?"*

**8. Practice: Positive or negative meaning?**

(5 min)

*"Sort the adjectives!"*

*"Make a table into your ex. Books!"*

Note: all together, teacher draws the draft of the table on the blackboard.

POSITIVE	NEGATIVE

**9. Practice in a context: Picture's time** – PowerPoint presentation (10 min)

Q for elicitation: *"Do you know their names?"*

*"What do you think about them?"*

*"What are they saying to you?"*

Describe: *"So, what adjectives will you use to describe these characters?"*

**10. Video part**

a) Q for elicitation: *"Have you ever seen 'Charlie and the Chocolate Factory'?"*

*"Do you like the film?"*

*"Which characters do you remember?"*

*"Can anyone retell the story?"* (5 min)

b) Worksheet – Task 1: Vocabulary necessary for watching video (5 min)

- Students are supposed to find the right meaning of the words going through the labyrinth. At the same time they write them down in the free space under the labyrinth.
- The task is fulfilled by students and the teacher who work together.

c) Worksheet – Task 2: While-you-watch activity

*“Fill the table with adjectives while you are watching!”*

d) Video 14:44 – 23:50

e) Checking the answers and final discussion (5 min)

**11. The end of the lesson: Greetings!**

# Appendix 3

## 1 PEOPLE, FAMILY AND SOCIAL LIFE

### What kind of person am I?

<i>big-headed</i>	selfish	ambitious	<i>thoughtful</i>
generous	lazy	shy	<i>greedy</i>
impatient	<i>kind</i>	bossy	nasty
<i>simple</i>	<i>self-centred</i>	aggressive	<i>good-hearted</i>
<i>proud</i>	intelligent	<i>mean</i>	dishonest
<i>ungrateful</i>	rude	<i>spoiled</i>	<i>despicable</i>

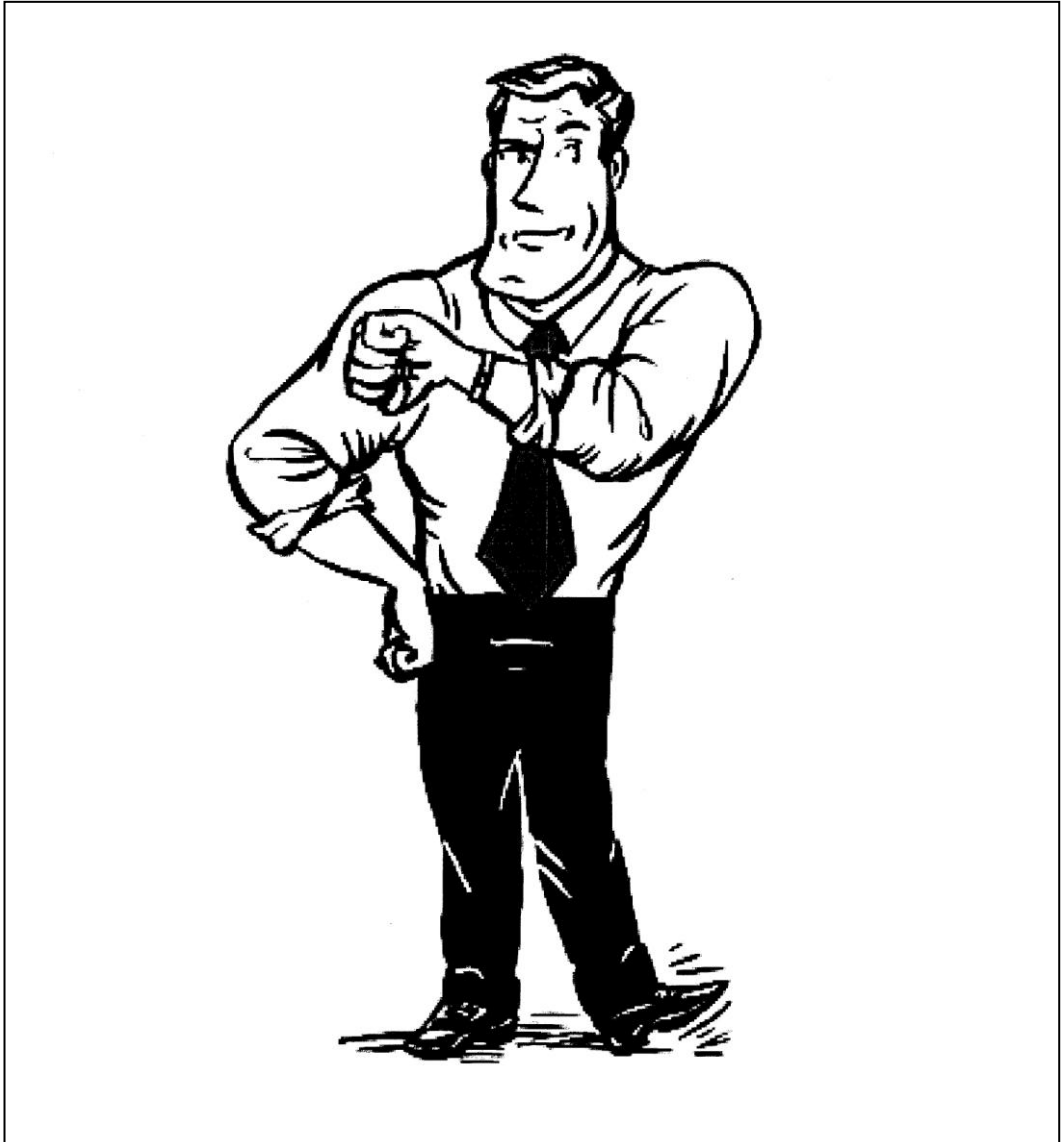
20

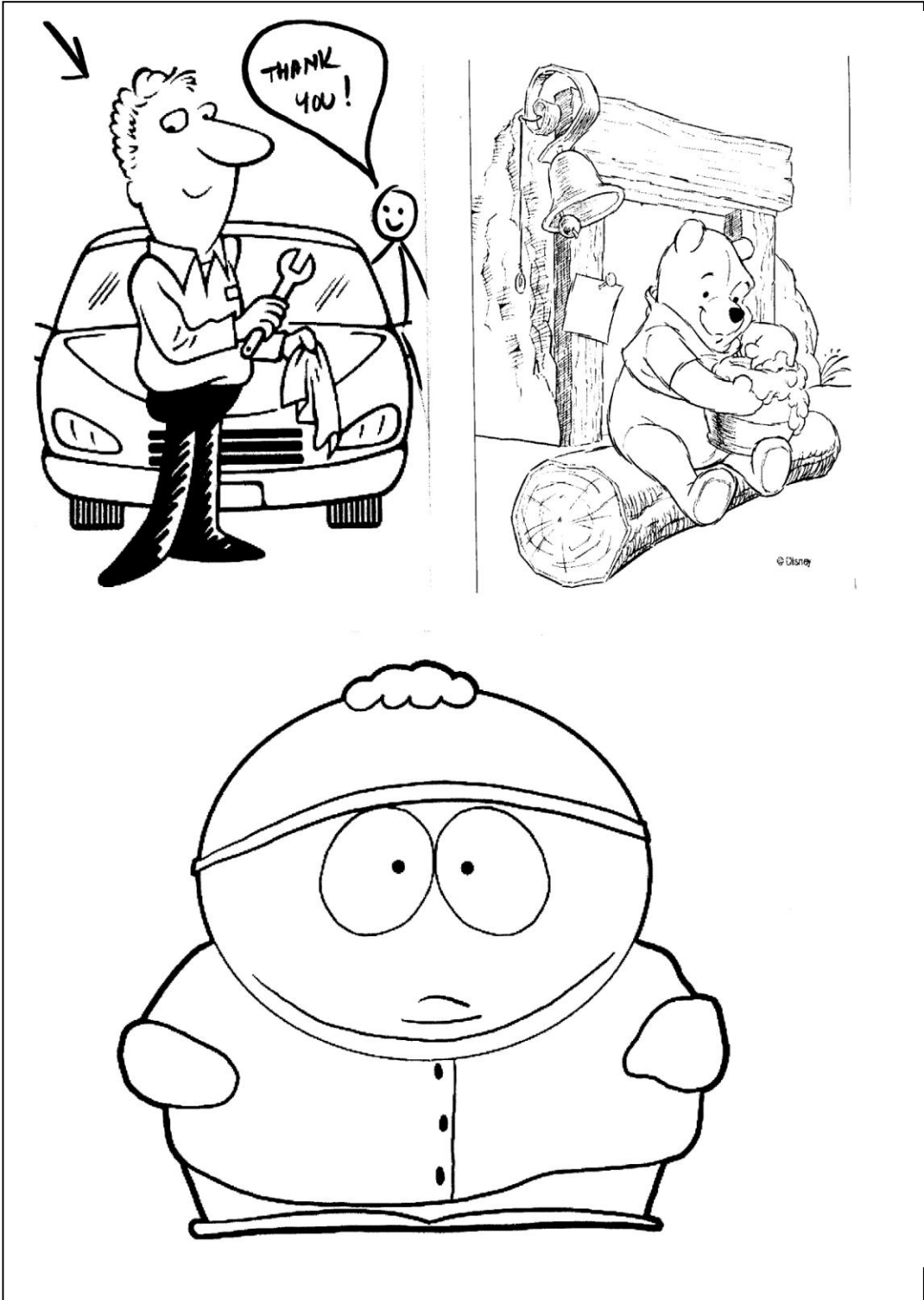
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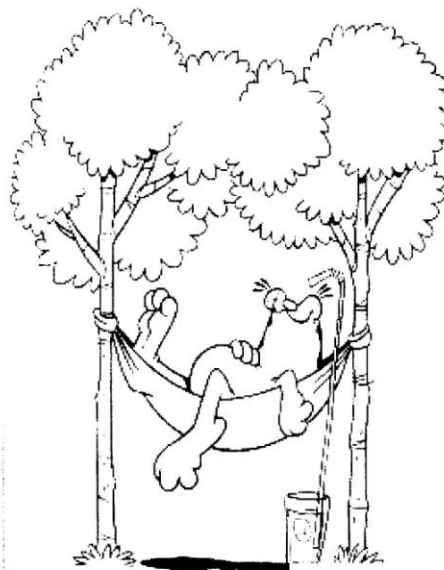
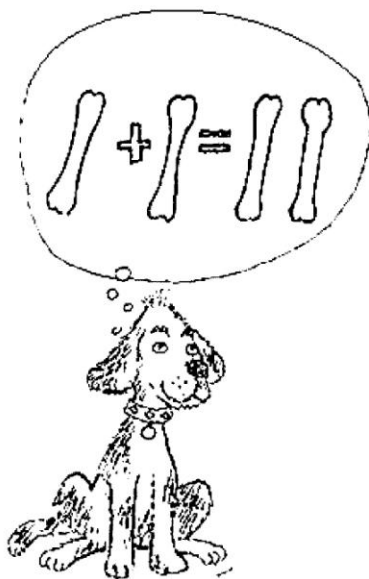
good-hearted	despicable
aggressive	self-centred
nasty	dishonest
ungreatful	kind
intelligent	thoughtful
shy	lazy
big-headed	simple
impatient	ambitious
bossy	rude



Appendix 5

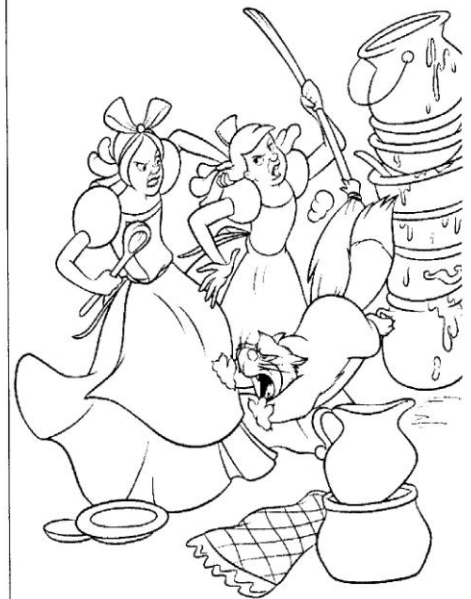
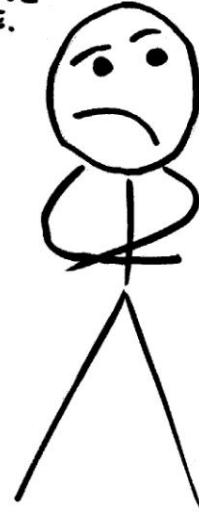


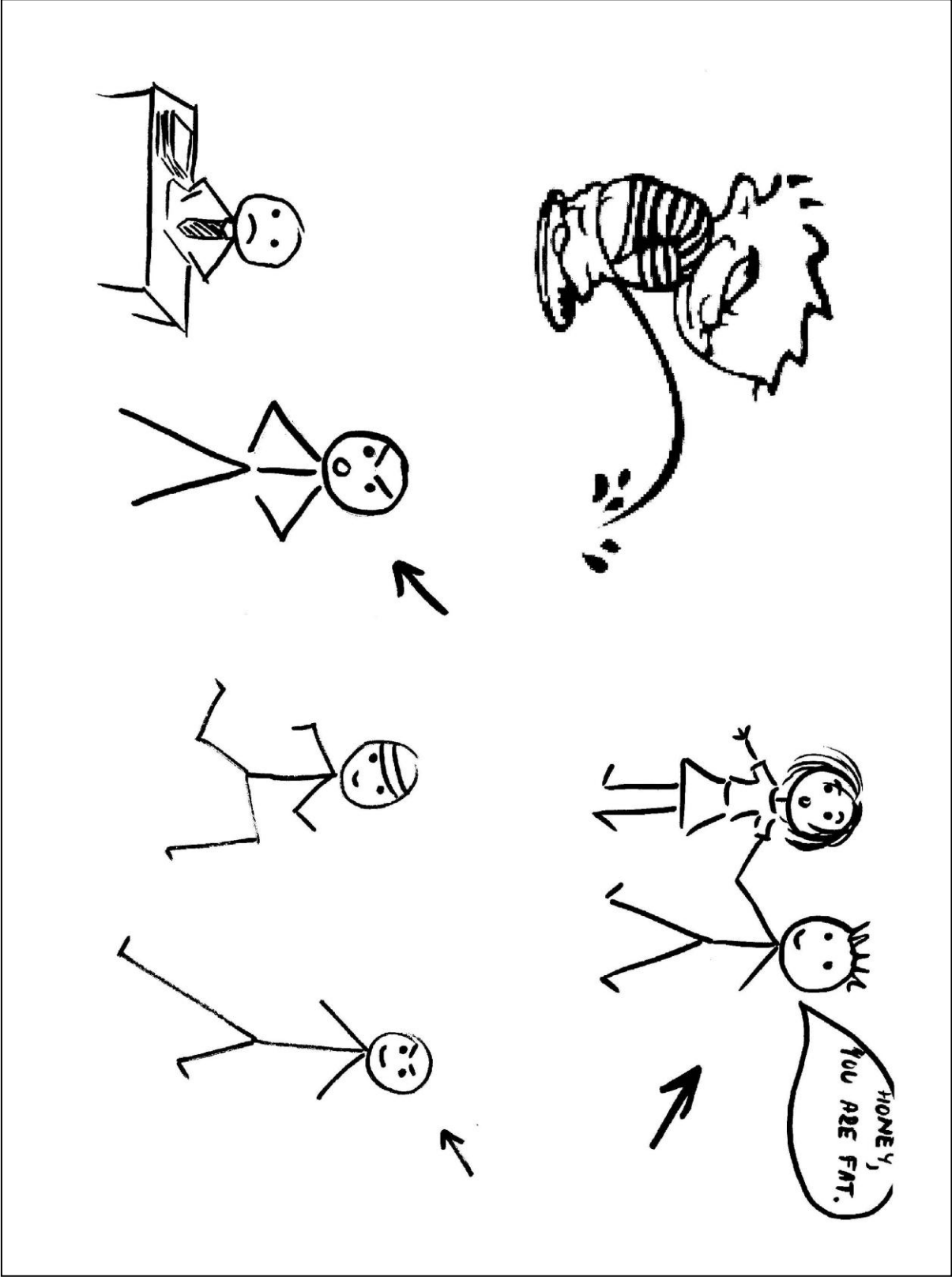


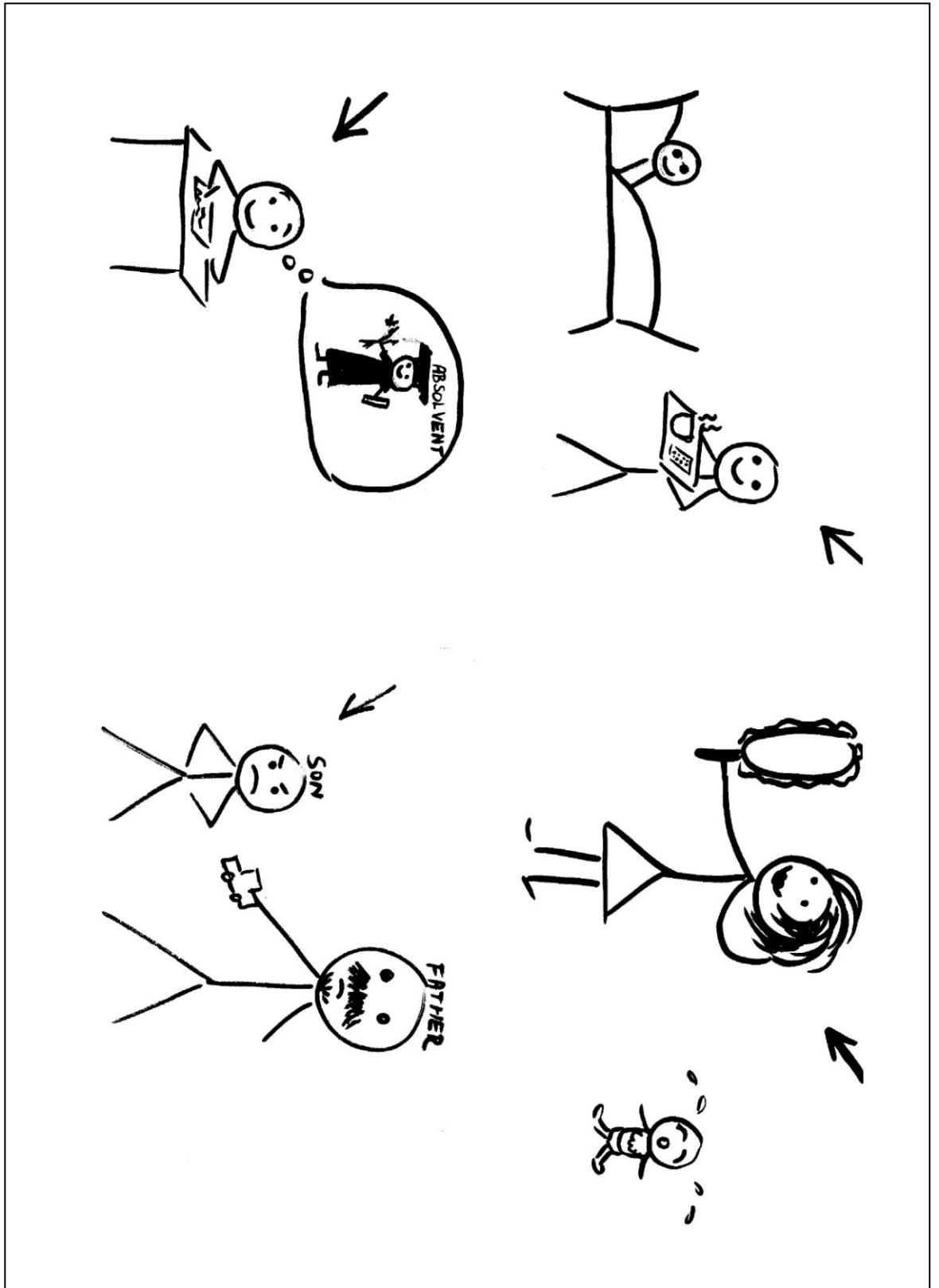


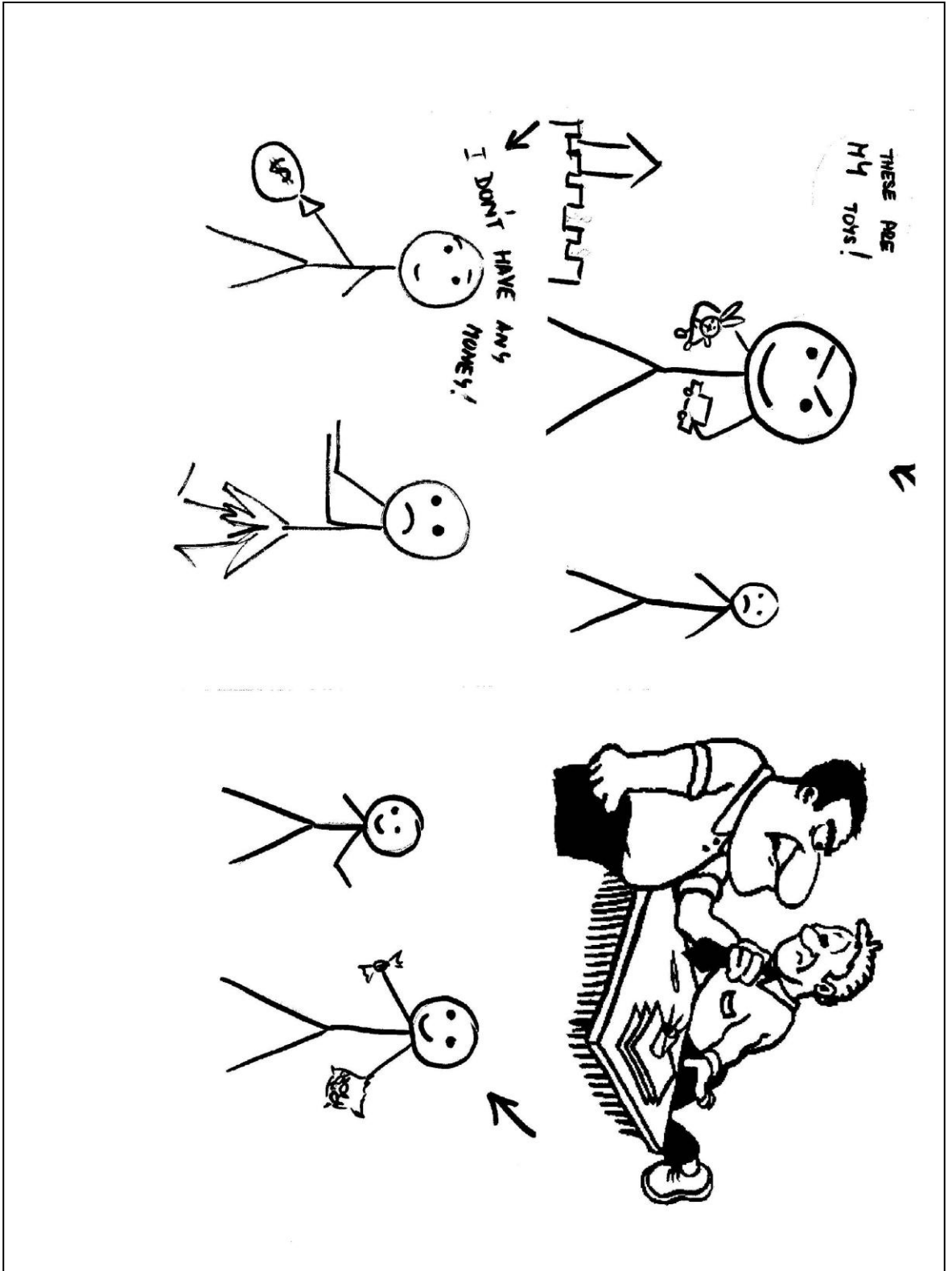


TSS!  
IT IS TOO  
EASY FOR  
ME.









1. Look at the vocabulary and find their translation!

1. to taste	•	•	tabulka čokolády
2. a bar of chocolate	•	•	další, jiný
3. to shell	•	•	zlatý kupón
4. a wrapper	•	•	zpomalený člověk
5. a golden ticket	•	•	chutnat, ochutnat
6. chance	•	•	narozeniny
7. another	•	•	oba
8. birthday	•	•	rozlousknout, rozbít
9. to share	•	•	sdílet, podělit se
10. retard	•	•	šance

Make a list of new vocabulary!

2. FILL THE TABLE!


	NAME	CHARACTER
1		
2		
3		
4		
5		

3. Final discussion


1. Why do children behave like that?
2. What do you think about the characters?
3. What do you think about their parents?
4. Is Charlie going to find the Golden Ticket?



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**WHO ARE THESE  
PEOPLE AND WHAT  
DO YOU THINK  
ABOUT THEM?**

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## RÉSUMÉ

Tato diplomová práce se zabývá využitím videa, konkrétně filmu a seriálu, jako nástroje výuky anglického jazyka. Teoretická část je věnována metodologii, kladům a záporům použití videa v hodině, aktivitám s ním spojené a zároveň se snaží odůvodnit jeho využití.

Praktická část je založena na kvalitativním výzkumu využívajícím metody pozorování a skupinového rozhovoru. Výsledkem je nová teorie týkající se motivace a interakce mezi žáky v hodinách, ve kterých je video využito jako vyučující metoda.

## ANOTACE

<b>Jméno a příjmení:</b>	Petra Uhlířová
<b>Katedra:</b>	Katedra anglického jazyka
<b>Vedoucí práce:</b>	Simon Gill, M.A.
<b>Rok obhajoby:</b>	2010

<b>Název práce:</b>	Films and TV series as a tool of methodology
<b>Název v angličtině:</b>	Films and TV series as a tool of methodology
<b>Anotace práce:</b>	Zaměření této diplomové práce směřuje do oblasti výuky anglického jazyka s využitím videa, konkrétně filmu a seriálu. V teoretické části se zabývám metodologií výuky, technikami práce s videem a aktivitami s nímž spojené. Cílem praktické části je vytvořit teorii na základě pozorování a analýzy rozhovorů se skupinami žáků druhého stupně základní školy, která odpovídá shrnutí žákovy aktivity a názoru na využití videa ve výukovém procesu.
<b>Klíčová slova:</b>	Video, motivace, komunikace, pozorování, skupinová diskuze, zakotvená teorie
<b>Anotace v angličtině:</b>	The diploma project deals with teaching English with using video, especially films and TV series. The theoretical part is focused on methodology, basic techniques and activities connected with video. The goal of the practical part is to raise the theory based on observation and analysis of interviews with groups of students at lower-secondary school. The theory summarizes student's activity and opinion about using video in lessons of English.

<b>Klíčová slova v angličtině:</b>	Video, motivation, communication, observation, a group interview, the Grounded Theory
<b>Přílohy vázané v práci:</b>	Lesson plan 1 Lesson plan 2 Handout to the lesson plan 1 Cards with adjectives Pictures Handout to the lesson plan 2 Printed PowerPoint presentation
<b>Rozsah práce:</b>	81 stran, 20 stran příloh
<b>Jazyk práce:</b>	anglický