

PALACKÝ UNIVERSITY IN OLOMOUC

FACULTY OF EDUCATION

DEPARTMENT OF FOREIGN LANGUAGES

**The impact of English videos in everyday life of lower secondary school
learners in the Jeseník District**

Bachelor's project

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Declaration of Authenticity

I declare that I have independently prepared the bachelor's project based on the literature and sources listed in the List of sources.

In Olomouc, 17th April 2024

Mgr. Nela Buchlovská

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Annotation

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Název práce:	Vliv anglických videí v každodenním životě žáků druhého stupně základních škol v okrese Jeseník
Název v angličtině:	The impact of English videos in everyday life of lower secondary school learners in the Jeseník District
Zvolený typ práce:	bakalářská
Anotace práce:	Tato bakalářská práce se zabývá vlivem anglických videí na žáky druhého stupně základních škol. V teoretické části práce jsou popsány a definovány média, videa, jejich využití ve výuce, výhody a nevýhody a správné zásady. Praktická část je zaměřena na vliv videí na žáky, četnost sledování a využití pro výukové účely ve škole i volném čase.
Klíčová slova:	Videa, anglický jazyk, druhý stupeň základní školy, žáci druhého stupně základní školy, okres Jeseník
Anotace v angličtině:	This bachelor's project explores the impact of English videos on learners at the secondary level of primary schools. The theoretical part of the project describes and defines media, videos, their use in teaching, advantages and disadvantages, and the right principles. The practical part focuses on the impact of videos on lower secondary learners, the frequency of watching, and their use for educational purposes both in school and during leisure time.
Klíčová slova v angličtině:	Videos, English language, lower secondary school, lower secondary school learners, Jeseník District

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Introduction

The topic of the bachelor's project 'The impact of English videos in everyday life of lower secondary school learners in the Jeseník District' is something I chose because there has been little discussion about it in connection with education. This area deserves more attention both from the scientific community and from the general public, parents, educators, teachers and, consequently, the media.

The theoretical part of the bachelor's project is focused on general aspects of information and terminology related to education, as well as definitions and classification of media, videos, and social networks.

The theoretical part contains main chapters and their subsections. The first chapter focuses on teaching of the English language in the Czech Republic and Europe, as well as the utilization of media resources in teaching or as educational tools, along with the principles, advantages and disadvantages of employing these technologies in schools. The next chapter and its subsections are focused on the issue of social networks, their specific examples, and selected social networks where videos are widely present.

The practical part examines lower secondary learners' reactions to watching English videos in their free time as well as during lessons, and the impact on their English language proficiency. Additionally, it investigates whether lower secondary learners seek educational videos outside of school, if they are familiar with any specific educational channels, and whom they follow most on social media.

For the research, lower secondary learners of school age (twelve to fifteen) were selected, specifically learners of the second stage, because I am studying English language teaching for the second stage of primary schools.

I believe that my bachelor's project will be beneficial primarily for teachers who wish to integrate modern technologies into their teaching, understand their benefits and risks, and use them effectively. Furthermore, it will also be valuable for parents of primary school learners, allowing them to take a greater interest in modern teaching methods for their children.

The theoretical part

1. Lower secondary school learner

A younger learner transitions to the lower secondary learner during the puberty period, which is characterized by a series of changes. In the second stage, lower secondary learners are already familiar with the school routine; they only need to clarify some organizational matters. Parents and teachers take a step back, and the forefront of lower secondary learners' lives is occupied by their peers, who also serve as role models. An adult must primarily establish authority by changing their approach to adolescents, which places enormous demands on teachers (Vágnerová, 2012).

1.1 Puberty period

According to Langmeier and Krejčířová (2006), the adolescent period in peoples' life is a stage of ontogenetic development when processes of sexual, emotional, and social maturity reach their peak. It divides adolescence into the puberty period (roughly from eleven to fifteen years) and the adolescent period (roughly from fifteen to twenty-two years). This period is characterized by eruptiveness, rapid and swift development, impulsiveness, and unbalanced reactions due to on-going significant hormonal changes.

1.1.1 Cognitive development

This period is also called the period of transition to formal operations. Children's thinking during this time still does not entirely resemble that of an adult, but unlike the preceding stage, there are significant qualitative changes occurring. This developmental progress holds great significance in evaluating adolescent behaviour, both their own and that of others. The principle of reciprocity – applying reciprocity – appears to be important during this period (Vágnerová, 2012).

1.1.2 Emotional development

The puberty and adolescence period is characterized by expanding the social network of relationships of the adolescent and, at the same time, a certain loosening of close relationships with parents. The process of separation from the original family begins. The first phase, known as the individual, iso-sexual phase, is characterized by adolescents desiring closer friendships. The following is a transitional stage where interest in the opposite sex begins to emerge, and the final phase is the heterosexual, polygamous phase in which adolescents experience their 'first loves' (Langmeier, Krejčířová, 2006).

1.1.3 Physical development

During somatic development, significant changes in body proportions occur, marking the onset of a period of elongation characterized by intense growth of limbs and torso (boys may grow up to twenty-two centimetres). Physiological processes are influenced by endocrine changes; leading to increased production of sex hormones and the subsequent appearance of secondary sexual characteristics. This initiates significant intersexual differences in physical appearance (Šimíčková-Čížková, 2010).

1.1.4 Psychological development

This developmental period is called identity versus role confusion. The virtue of this period is fidelity. During this stage, a young person's ideas about themselves become unified. The awareness of identity ego gives the adolescent confidence that how they perceive themselves is also how others perceive them. The main characteristic is frequent and abrupt instability and conflictiveness (Langmeier, Krejčířová, 2006).

Puberty is known as a period of crises and rebellion, inevitably accompanied by conflicts with adults. The main focus is on the development of psychological functions. During this period, the importance of imagination increases, serving as a link between reality, actual experiences, and ideals. Puberty is a specific period of human life, when sexual maturation transforms a child into a biologically mature adult. The level of thinking influences the adolescent's effort towards self-improvement, which manifests in an interest in specialized knowledge in a particular field. It is therefore typical for puberty to exhibit opinion volatility (Šimíčková-Čížková, 2010).

The authors agree that it is a difficult period full of rapid changes in various important life domains. However, they also identically point out that problematic behaviour in these adolescents can and mostly occur without major chaos if their upbringing and developmental experiences have not encountered serious conflicts. When parents' approach has been accommodating and accepting of their individuality, when they have not been humiliated or overlooked. Even though adolescents may have mood swings and emotional instability, they are highly dependent on how adults react to their behaviour.

2. Media in education

The term 'media' represents means, methods, institutions, and technologies through which mass social communication is carried out – e.g., television, radio, newspapers, internet, etc. (Jonák, 2003).

The media are an everyday part of each person and concerns not only adolescents or adults, but also young children. The mass media are those that serve to pass information to broad groups of people or so-called masses of people. These include for example television, radio, computers and the Internet, mobile phones, and videos (Matyjas, 2015).

Children recognize mass media from their early age. Therefore, with the growing development of innovative technologies, children's media such as television or online videos are also much supported. Fadhli and Utami (in Makinde, 2020) say that an all-day television program that develops the child in every possible way can be a great attraction. But it can also have a counterproductive effect if the media is not used wisely. There is always a need to give the children a purpose of watching videos with a clear goal (e.g. Chaudron, Di Gioia, Gemo, 2015).

According to Zounek and Šed'ová (2009) there is research proving that ICT improve teaching and learning. There were better results in tests for students, whose school has highly equipped classrooms with ICT and use them regularly. An important feature of ICT is the motivational component. Children are more attentive and motivated in ICT lessons which support their learning independence (Šmahel, 2003).

Social networks are definitely a very important part of modern life, especially among children and adolescents. Teachers can use social networks as a good source of extracurricular communication between lower secondary learners or as a quick source of information. But as in other professions, teachers should behave professionally at all times. The teacher should develop a certain relationship with the lower secondary learners; however, the rule always applies to explicitly not making friends with lower secondary learners online, which can be difficult. The teacher must find an appropriate way of using social networks for teaching and learning purposes. Lower secondary learners will find out this method of communication can be very well used not only for fun, but also for learning (Peňáz, 2016).

Learning through films, videos, social networks etc. when lower secondary learners are learning unconsciously is called informal learning. It means that the learning is unorganised, unsystematic and usually happens out of school hours. It is a very natural process of learning, unintentional activity happening repeatedly and effortlessly (Černá et al., 2022).

These authors view media in education rather positively. They agree that media are an essential part of everyday life for all of us, and therefore, it is almost inevitable to use them in education. This bachelor's project shares the same opinion.

2.1 Digital literacy

We understand digital literacy as a set of digital competencies (knowledge, skills, attitudes, values) that an individual needs for safe, confident, critical, and creative use of digital technologies in work, learning, leisure time, and their involvement in social life (Růžičková et al., 2020).

It is also the ability of an individual to effectively and safely utilise media in various forms, i.e., the ability to access media, navigate them, critically analyse and evaluate existing media messages, as well as create new media messages (Citová, 2003).

We also comprehend digital competence as cross-curricular key competences, i.e., competences without which it is not possible to fully develop other key competences in lower secondary learners. Their fundamental characteristic is the application/utilisation of digital technologies in various activities, in solving various problems. This also implies their variability over time depending on how the way and extent of using digital technologies in society and in human life change (Růžičková et al., 2020).

2.2 Videos in learning

Video is a document on which images are recorded, usually in motion and accompanied by synchronized sound (Celbová, 2003). Videos have become an integral part of teaching and learning. There are lots of ways to use videos in schools, but there is also a big advantage of using videos remotely or even all around the world. Moreover questions for lower secondary learners can be easily added to each video. The video contributes to expanding the vocabulary of the given topic and lower secondary learners can better think about it (Matyjas, 2015).

Today, the use of modern didactic tools is no longer an exception. In this concept, digital media means mostly audio-visual aids such as films, videos, recorders, television, computers, tablets or interactive whiteboards. A significant role among them is primarily interested in videos made in a form of an educational film (Hellerová, 2020).

An educational film or educational television program is not necessarily part of a television program. It can also be understood as a separate video on the Internet, DVD, etc. It is an audio-visual recording with an educational purpose, while the content of the educational film or at least its part is in accordance with the curriculum and goals of RVP (Framework Education Programme for elementary education in the Czech Republic). In addition to the educational function educational films also have an upbringing function and are intended for specific audiences (Průcha et al., 2013).

Since video has become an accessible medium for lower secondary learners, it should also appear in teaching, but not just in the form of films or instructional clips, but really and interactively so that lower secondary learners can record, analyse and further use it themselves. Lower secondary learners should learn to use video as a tool with which they can express themselves and communicate some information to others. Thanks to its modernity, availability and fun, it can be used to supplement and develop a whole range of disciplines (Černý, 2012).

One of the examples of using a video in lessons can be shooting videos by lower secondary learners involving the pupils. They can film together for example a short Christmas greeting and New Year's wish in a foreign language for a partner school or class. Videos are often used as a helpful tool to explain negative phenomena – such as intolerance, bullying, incorrect ways of spending free time or using addictive substances. The effectiveness of explaining and teaching is very low in these cases. However, if lower secondary learners are forced to think about the problem, they will realize many things themselves. One of the ways to get them to think about the mentioned problems is to create a video about the given topic. The subsequent projection for all lower secondary learners and teachers of the school and the final reflection is necessary and also can be very useful and beneficial (Příbyl, 2012).

Videos in teaching and learning develop and improve listening comprehension skills. Videos help in working with pronunciation, tone of voice, rhythm and fluency of the speech. It can serve as a springboard for fun and communicative activities and also

provides an authentic learning resource. There is still a rule about always preparing lower secondary learners for the topic and related vocabulary before watching the video. Brainstorming, quizzes or any other tasks for this preparation are suitable (Černý, 2012).

The authors once again see the use of technology in education rather positively. They see benefits in critical thinking, better retention of topics, and enhancing the teaching process. This project agrees with similar opinions.

2.2.1 Advantages of using videos in teaching

Probably the biggest advantage of using videos in English language teaching is that lower secondary learners watch certain situations, mostly from everyday lives, in other languages with usage of proper vocabulary. It also motivates lower secondary learners to think about a given topic, imaging of being in similar situations or provoking critical thinking. While making videos with others, all lower secondary learners need to improve their English, cooperate with others and they get feedback from other lower secondary learners, teachers, but also family or friends. Videos can be an important motivation for lower secondary learners in learning languages. It can be more fun to watch videos in lessons, lower secondary learners get to know other cultures and can see and hear native speakers of the taught language (Zikmundová, 2013).

Videos are able to activate emotional state that can raise an interest in the spectator about the given topic, enable the absorption of information, its processing and subsequent preservation. From a practical point of view, videos are easy to use, if there is sufficient equipment in the classroom, such as a projector, interactive whiteboard or computer. The video offers the possibility of repeated playback, which is an advantage especially for lower secondary learners who did not understand the material, did not have time or were absent from the class (Kindelmann, 2020).

University students use videos for learning themselves and they see other advantages in it, such as that it is a perfect additional learning source, mostly provided at no cost, interesting and fun, more memorable information, it helps to understand complicated phenomena (Černá et al., 2022).

2.2.2 Disadvantages of using videos in teaching

Nowadays, when access to the information is very fast and available, it happens that teachers are forced to spend more time searching for a suitable video with the right

topic. This search can take a lot of free time. With the usage of video in education its quality is also linked, especially low-quality sound or image. The biggest disadvantage may be that the videos are inappropriate in content or depict factual mistakes (Černý, 2012).

A number of videos may also not be suitable from a language point of view, e.g. contain phrases that are too difficult or a large number of technical terms. Searching for a suitable tutorial video is often difficult for teachers and it may happen that they give up on the use of videos in teaching. Technical difficulties can also be a problem while using videos, for example malfunction of sound or image, overheating of the projector and many others. Lower secondary learners then lose concentration and regaining their concentration can be very challenging for some teachers (Kindelmann, 2020).

Inappropriately chosen videos (especially length, difficulty, suitability according to lower secondary learners' age) can have lots of disadvantages, for example losing of lower secondary learners' attention, possible plagiarism, and problems with technical support or skills of teachers and lower secondary learners (Černá et al., 2022).

In this subchapter there is a comparison of the advantages and disadvantages of using videos in teaching. The authors agree on similar advantages – for example, increased interest, listening to accents, vocabulary, etc. There are also disadvantages, as the following chapter states – for example, poorly chosen videos, length, language difficulty. Once again, it is hard to disagree with both chapters and all the authors.

2.2.3 Principles of using videos in teaching

The television, films, series, film stars, singers, fairy tales, videos, YouTubers – these are words without which today's children cannot even imagine their life. When they are almost addicted to their domination of this world, why not use videos for the benefit of education? Here are the principles of using videos in education:

- a) Preparedness** – the teacher should watch the video first, so he knows where to stop the video and can prepare additional questions for lower secondary learners. Also make his/her own opinion about the given topic and try to prevent technical issues.
- b) Purposefulness** – there should always be a reason for watching videos in lessons – not merely to pass the time. Each video must fulfil the purpose for which it had been played.

- c) **Entertainment** – the videos can be fun for the teacher and the lower secondary learners. It can diversify the teaching and bring something interesting and new.
- d) **Sustainability** – so that the videos will not be boring and too common in lessons, lower secondary learners can make their own educational videos and try to pass important information to other lower secondary learners in a fun way (Hellerová, 2020).

However, there are important principles that teachers should follow when choosing videos for teaching. This simplifies the use of the video and helps avoid mistakes in its use. This project strongly agrees with them.

2.3 English language in Czech primary schools

Currently, learning the English language at a young age is desirable. Parents are mostly aware that today's world requires knowledge of foreign languages, whereas English language is a basic requirement for most employments. The Action plan for teaching foreign languages in the Czech Republic recommends starting language learning at preschool age, when children can slowly get to know the language through a game. In primary schools, English language is taught compulsorily from the third to ninth grade, but nowadays in many schools English is taught already from the first grade (Zormanová, 2015).

It is advisable to start learning foreign language only with an oral course, when children listen to the teacher and often repeat first words, then phrases and sentences. In Czech schools, it can be a problem to find a quality English teacher for young children. It is very important that even young children starting to learn language are taught by a qualified teacher to have a solid foundation and a good pronunciation (Gagová, 2009).

The most suitable methods for teaching a foreign language are known as activating teaching methods. Those methods should stimulate lower secondary learners' interest, reduce inhibitions and encourage them to express themselves. This is especially important at upper secondary schools in the Czech Republic where upper secondary learners prepare for the optional maturity exam in English. The exam consists of a written test and oral components. Although upper secondary learners have the option to choose between the English language and Mathematics maturity exams, English is often overwhelmingly chosen by the majority of upper secondary learners. At the university level, English

language courses are typically optional; especially for students whose main field of study is not English (Zormanová, 2015).

2.3.1 History of teaching English language

In the area of language policy, the Czech Republic is proceeding in accordance with the Barcelona requirement from 2002 that every citizen should be able to communicate in their mother's and in two other languages. The Czech Republic responded to the European Action Plan for the years 2004 – 2006 by publishing its National Plan for teaching foreign languages for the years 2005 – 2008 (MŠMT, 2005).

In continuation of this step, the European Commission issued the Action Plan for the years 2004–2006, which specifically elaborated on the support for language education and linguistic diversity. The Action Plan called for the promotion of teaching the native language plus two additional foreign languages. Furthermore, it set objectives in three strategic areas:

- Lifelong language education
- Improved language teaching
- Creation of an environment conducive to language study (European Commission, 2007).

The implementation of the entire plan is indicated by the appropriate professional preparation of teachers. The National Plan also recommends the organization and form of language education. Language propaedeutic has been developing in some European countries since the 1980s and its aim is preparation for learning – children learn to learn (Ristić, 2017).

2.4 English language in other European countries

Recently, increasing language competence has been supported in all European countries. Transnational institutions, such as the Council of Europe, also focus on the development of multilingualism. One of the goals of language education in all European countries is to ensure that all residents of these countries have effective means of learning the languages of other European countries. However, although the teaching of foreign languages starts earlier than in previous years (between the sixth and ninth year, sometimes sooner), the teaching of foreign languages in primary education is not devoted to a sufficient number of teaching hours. On average, this is less than 10% of the total number

of teaching hours. Differences in the hourly subsidy of foreign languages between individual countries are considerable. In Europe, there are usually two foreign languages taught at primary and lower secondary schools. The main language that children learn is English, almost 90%. Other foreign languages are Spanish, German, French or Russian (Zormanová, 2015).

According to Nová (2013), more than two fifths of European residents say they understand at least one foreign language – mostly English language, well enough to understand news on radio, television, Internet, magazines or to communicate on-line. Around four fifths European citizens consider the English language to be one of the most useful languages for their children's future.

Prokešová (2017) says that adults in the Netherlands are the world's best non-native speakers of English language, closely followed by Denmark and Sweden, according to the EF English Proficiency Index published by EF Education First (an international education company specialized in language education). In a volatile global economy, English proficiency is one of the few skills with a proven ability to create and increase employability opportunities. In Europe, English proficiency remains the strongest in the world by a wide margin, while countries in the Middle East and North Africa continue to occupy the lowest ranks. Young adults aged eighteen to twenty-five have the strongest English proficiency worldwide, although some countries show significantly different trends. In almost all countries and age groups, women outperform men in English proficiency.

These subchapters provide a brief history and development of foreign language teaching in our country and in Europe. The emphasis on foreign language teaching and its importance for life was properly fulfilled in the Czech Republic only after 2004. In Europe, there is also a greater emphasis on language teaching, which is why certain countries are surely at the forefront.

3. Social networks

The term 'social networks' refers to a type of service that enables communication and information sharing in a more or less permanent manner, distinguishing it from chat or telephone. Currently, it is most commonly used for building the Internet, but in principle, one can imagine, for example, a corporate social network based on notice boards, envelopes, and other elements of non-electronic forms. Another characteristic feature is the

existence of profiles representing individuals. According to most general provisions, these profiles should correspond to real individuals or companies, but this may not necessarily be true (Černá, 2012).

According to Dobosiová (2015), the current Internet offers many social networks providing people with various options for presenting everyday life events. Based on these different ways, social networks can be divided into three groups:

- Personal networks (Facebook, Snapchat)
- Content-sharing networks (YouTube, Instagram)
- Communities with similar interests (Flickr).

Social networks bring about various implications, including communication, socialization, social roles, globalization, democratic principles, technological development of society, argumentation, critical thinking, respecting others' opinions, and shaping one's own identity. There are no limits to didactic creativity. For practical ideas, there are recommended, for example, integrating dramatic and situational methods aimed at highlighting the difference between how people communicate in reality and how they do on social networks. The educational challenge of social networks can lie in the ability to shorten messages while still preserving their main content, especially in connection with the development of reading literacy (Vaníčková, 2019).

The diversity of social networks allows for flexible responses to users' needs. Users can choose from the available options those that are most suitable, relevant, and supportive of their needs and interests. To navigate effectively in the diverse world of social networks, one needs to gain life experiences and experience with social networks themselves. However, it is also important to have information about the possibilities of using social networks (Dobosiová, 2015).

All these social networks have one thing in common – multimedia. Sharing videos and photos dominates them, although in each one in a slightly different way, which also contributes to not using just one of these platforms, but several. And for representatives of this young generation, this does not mean two or three, but easily ten or more (Mašek, 2022).

This project agrees that social networks are already widely used today, especially by the young generation of children and adolescents. It is necessary for children and young

people to also learn about the dangers and potential risks and try to recognize them in time, or if necessary, fight against them. Therefore, it is beneficial to incorporate online resources into education.

3.1 YouTube channel

According to Vaničková (2019), the YouTube platform was created in 2005 and since 2006 has been owned by Google. It operates in more than seventy language variants and is defined as a place that ‘provides a space for connecting people, sharing information and inspiring others worldwide.’ The company’s vision is formulated into the so-called four basic freedoms – of expression, information, opportunity and being a part of a community. The content of the server is not standardized; it can be categorized, for example, as videos depicting reality (events, sport matches), artistic creation (music videos, films, series), educational videos (documentaries, lectures, tutorials), or entertainment content (pranks, comedy sketches etc.). However, no official ranking of the largest educational channels dedicated to the English language could be found.

The website youtube.com was the second most visited website in the world in January 2023, right after google.com, and its number of visitors far exceeds the third-ranked facebook.com, the fourth-ranked twitter.com, and the fifth-ranked wikipedia.org. It is worth mentioning that another social network, instagram.com, is also in the top ten websites, ranking sixth. It is estimated that there are around 800 million videos on YouTube (Gregor, 2023).

YouTube has been a part of pop culture here for years, as the number of modern celebrities and professional YouTubers, followed by hundreds of thousands of fans, continues to grow. A recent phenomenon is undoubtedly the so-called YouTubers. These are users on YouTube who share their recorded videos on the platform with others. Especially children and young people see YouTubers as their role models. Of course, YouTube, one of the most popular websites among children and young people, is not a panacea in itself. The ultimate educational and developmental effect depends on the thoughtfulness of its use and the methodical approach. (Vaničková, 2019).

3.1.1 YouTuber and YouTubering

A YouTuber is someone who creates a channel on YouTube, uploads videos to it, often appearing as the main character, and tries to captivate the audience and retain their attention. They create videos with a personal touch, aiming to be like a friend, favorite, or

entertainer to their fans. If parents or teachers condemn all YouTubers, saying they are all negative because they show off, etc., and we ban them from children, it will not be very successful. And if, for example, teachers assign lower secondary learners to watch a positive YouTuber as homework, not only will parents and teachers be closer to the children, but they can also offer the child an alternative role model and steer them positively.

It is also good to show children what lies behind a successful YouTuber, what they can expect if they want to become YouTubers, and explain to them that failure may also await them (Heraltová, 2019).

3.1.2 YouTube channel Bronislav Sobotka

In his videos, he presents himself as an enthusiastic English teacher from Brno who helps people fall in love with English. His YouTube motto is: ‘Hello! I’m Broňa, an enthusiastic English teacher from Brno who helps people fall in love with English, and I warmly welcome you to my YouTube channel focused on everything related to English.’ (Sobotka, 2023).

His English teaching definitely cannot compete with the most watched channels at all, but this channel proves that hard and patient work can pay off, especially in the category of educational videos. Although the channel was founded on December 13, 2008, the first teaching videos appeared in April 2015, and the beginnings of the current format in June 2017. The instructor asks the viewer how they would pronounce a given expression, gives a few seconds to consider the answer (either silently or by pronouncing the English word in their mind or aloud), and then provides the correct pronunciation, which they repeat along with the appearance of the highlighted spelling in a written form on the screen. Afterwards, the teacher praises the viewer for the correct answer. This unique way of communication can certainly captivate and engage many content consumers, while also serving to establish a certain form of relationship between the teacher on the screen and their lower secondary learner (Gregor, 2023).

3.1.3 YouTube channel English with Lucy

On her YouTube channel, she presents herself as ‘Learning beautiful British English (modern RP) with English teacher Lucy Bella Simkins.’ On her website englishwithlucy.teachable.com, she also offers online courses for various levels of English (Simkins, 2024).

The videos have been very professional and well thought out since the inception of the channel, with only a few exceptions. They are highly variable in terms of the topics they cover. Occasionally, she also features interesting guests or topics. In the video description, we do not learn much about Lucy or the channel, but on the other hand, it is very concise. Here, the situation of significant differences in views of individual language lessons is repeated, ranging from lower hundreds of thousands to lower tens of millions, which could again suggest selecting topics based on their appeal instead of consistent viewing of the entire channel (Gregor, 2023).

3.1.4 YouTube channel Rachel's English

The description of her channel reads: 'Rachel's English is your online American English pronunciation resource. All videos have closed captioning to help non-native speakers understand. New videos added every week!'. She also offers courses about how to master the American accent on her website rachenglish.com, because as she says, she loves voice and its making (Smith, 2024).

Rachel is a teacher who prides herself on the ability to listen to real American English pronunciation. The channel's teaching system places great emphasis on pronunciation and also offers a wide variety of topics and situations that people who are non-native speakers may encounter. On Rachel's English channel, you can observe a gradual increase in the quality of the content offered as the years went by and the number of followers increased. However, one typical element the instructor has always kept is a relatively close-up shot of her face for easier observation of her mouth, making it simpler to mimic pronunciation (Gregor, 2023).

3.1.5 YouTube channel Steve and Maggie

It is a British publishing house Wattsenglish, based in the Czech Republic, founded by Steve R. Watts. They produce materials for teaching English to children aged three to eleven (first grade of primary school) – Wow!English, known and used all over the world. Part of the Wow! materials includes entertaining and educational videos from the Steve and Maggie Show on YouTube, with five million subscribers.

Steve R. Watts taught children English without knowing the local language. He soon realized how surprisingly easy it was for children to respond and communicate in English. All it took was to create the right context and engage in body language, especially facial expressions and gestures, as nonverbal communication is crucial in the world of

children. He invented the simple principle: to teach a foreign language in the same natural way as the mother tongue – through imitation, repetition, and through experience involving multiple senses and emotional memory (Watts, 2024).

3.2 Facebook

Facebook is the name of one of the most extensive global social networks. Its founder is Mark Zuckerberg, who developed it together with other students of Harvard University in 2004. The name was inspired by paper flyers that are typically distributed to first-year students at most American universities. These flyers are meant to help students get to know each other better and faster, resembling the basic functions of Facebook (Kulhánková, Čamek, 2010).

Facebook is mostly used for sharing photos, videos and events, but there is also a market place, which works as a bazaar. People can sell or buy things using the marketplace. An important part of for most users of Facebook is a standalone Messenger application that launched in 2015. This application is primarily intended for communication (Píšová, 2020).

Registering for Facebook is not complicated; a user needs to have an email address or a mobile phone number. Facebook requires an email address or a mobile phone number to remove fake users. The website www.facebook.com is used for both registration and subsequent login of users to their accounts. To register, the user needs to fill out an introductory form, which includes name, surname, email or mobile phone number, password, date of birth (Facebook is not intended for children under the age of thirteen), and gender (Král, 2015).

3.3 Instagram

Social network Instagram was created in 2010. The application is mainly used to share photos, videos and also enables communication. Similar to other social networks, here you can find the 'like' button and the option to comment. In 2012, the company was acquired by Facebook, which facilitated easier integration between both platforms. Unlike other networks, the users cannot share anything other than photos and videos with comments here. Instagram is one of the most used media for YouTubers where they promote advertising items or their merch (Píšová, 2020).

Instagram is a social network not just about sharing everyday life photos. Its essence lies in creating a small piece of art. It only allows for sharing and viewing photos; users cannot publish anything else. The social network Instagram can be very creatively utilized in education. Through Instagram, lower secondary learners can uniquely showcase historical and contemporary significant figures, document the progress of their work, or share the books they are currently reading. This way, lower secondary learners pay more attention to the task at hand and find it easier to remember things (Dobosiová, 2015).

On the social network Instagram, there are so-called Instagram Stories, which is an environment where people and companies can share short content – images and vertical videos that disappears after twenty-four hours. The content should be brief, attractive, and entertaining. There are many options for what to add to these ‘Insta-stories’. These include gestures, stickers, gifs, advertisements, and more. It is a widely used feature by influencers, as well as by individuals, companies, and artists (Instagram, 2024).

3.4 Podcast in education

The term ‘podcasting’ was first used in February 2004 in an article titled ‘Audible revolution’ for the British newspaper The Guardian. The author of this article, British journalist and technologist Ben Hammersley, predicted the rise of amateur radio and listed several possible terms to describe the process of creating and listening to amateur recordings. The term podcasting emerged, combining the words ‘iPod’ referring to Apple’s portable MP3 player and ‘broadcasting’ referring to radio or television broadcasting (Hammersley, 2004).

Educational podcasts are expected to distinguish themselves from other types of podcasts. They are anticipated to be designed to inform and educate listeners about specific topics or to supplement and expand upon traditional teaching of a subject. The fact that a podcast appears in the ‘Educational Podcasts’ section is not a guarantee of its reliability and quality. Users of these platforms and listeners must approach the content of podcasts critically and verify the relevance of the information presented. This underscores the essential development of critical thinking and digital competencies, starting even from primary school. Listening to podcasts contributes to the development of language skills. Through podcasts, listeners can encounter authentic spoken language used in real situations, while also expanding their exposure to various accents and dialects. Listening to podcasts in a foreign language can aid with pronunciation, comprehension, and vocabulary

acquisition. Ultimately, podcasts serve as an enjoyable and effective way of learning, where lower secondary learners can choose their YouTuber, podcaster or influencer and follow what interests them (Kašparová, 2023).

3.5 Influencers in education

According to the Oxford dictionary (2024), ‘influence’ means ‘the impact or effect someone has on the way a person thinks or behaves, or on the way something operates or develops’. The key aspect in determining the word ‘influencer’ is the dependency on the size of the community. People who are referred to as influencers, can also be public figures.

In most cases, this term is used by individuals who are active on social media platforms. The word ‘influencer’ is a trend of today’s era. Consequently, it is mainly applied to members of the younger generation who engage with social media. YouTubers fall under the category of influencers and are considered one of the most prominent groups of influencers. Today, this network complex is so interconnected that YouTubers are often not just YouTubers, but also TikTokers, Instagrammers, or overall influencers (Píšová, 2020).

Among the leading social media platforms among influencers is Instagram, which was previously just a small photo-sharing medium but has now evolved into an important promotional tool. Similarly, YouTube is in a significant position, too, with a growing network of influencers (Kundertová, 2020).

This project has summarized only some of the social networks and online aspects where videos are most prevalent, influencing lower secondary learners, and are today the most used and visited websites on the internet.

4. Current state of knowledge

First study conducted among upper secondary school students titled ‘Use of Video Media in English Language Teaching’ (Zikmundová, 2013) explores preferences and interest in learning English language through videos. This study found a great interest in video activities in language learning among upper secondary students.

Another study called ‘Approaches to Early English Language Learning in Pre-school Facilities’ (Ristić, 2017) was conducted among young learners. However, this study showed difficulty arising from differing cohorts starting language instruction and the lack of continuity with young learners’ previous experiences – there is an assumption that they have never encountered the language before even when they have.

A study called ‘Video as a teaching aid in teaching at the second grade of primary school’ (Kindelmann, 2020) took place among lower secondary learners. It was a study comparing the understanding of the taught material before and after watching the video, with both pre-test and post-test assessments. The result confirmed that lower secondary learners achieved better results in the test after watching the video than before it.

Another study is ‘Educational videos in an educational area ‘Man and his World’ determined for pupils from 1st to 3rd grade of primary school’ (Hellerová, 2020). The set of educational videos and methodological sheets is applicable in teaching, and to what extent it is useful for teachers, as well as whether educational videos are welcomed by young learners. Both teachers and young learners agreed on the entertainment value of the videos and on remembering more information.

The last study is ‘Video and its use in teaching’ (Černý, 2012), focused on how teachers should teach learners to work with video as a tool through which they can express themselves and communicate information to others. The emphasis should be placed on the outcome of their ‘filmmaking’ activities, producing high-quality material in all aspects that they will be able to publish and share with others.

The practical part

5. The aim of the bachelor's project

The main aim of the practical part of this project is to find whether the lower secondary school learners feel the utility and benefits of watching English videos in their free time and also in English lessons. Also whether the lower secondary school learners watch videos in their free time at least once a week and how videos help them with English language learning at home. Another sub-aim is to find whether the videos are used by teachers in lessons often or rarely and how lower secondary school learners perceive videos at school, especially with focus on English language learning. The practical part is focused on interest in videos in lower secondary school learners' free time as well and also on influencers and kinds of videos with the biggest popularity among lower secondary school learners nowadays.

The sub-aims of this bachelor's project are therefore:

- a) To find out whether lower secondary learners feel that English videos help them with the language.
- b) To find whether lower secondary learners believe they are shown enough videos in their English lessons.
- c) To determine how often lower secondary learners watch videos in English.
- d) To investigate whether lower secondary learners ever utilize videos as a learning aid both in class and at home.
- e) To learn whether lower secondary learners are capable of recalling specific English phrases or words from the videos.

5.1 Research assumptions

The following research assumptions, which this part of the project investigates, have been compiled using specialist literature (Chráska, 2016).

- The assumption no. 1 is that lower secondary learners are interested in learning through English videos.
- The assumption no. 2 is that lower secondary learners improve their language proficiency through videos and perceive this improvement themselves.

6. Research questions

With the regard on the aim of bachelor's project, the following research questions were determined:

- 1) **Research question no. 1:** *'Does frequent watching of English videos help lower secondary school learners with their level of English?'*
- 2) **Research question no. 2:** *'Do lower secondary school learners think their English teachers play videos in lessons often enough?'*
- 3) **Research question no. 3:** *'Do lower secondary school learners watch English videos at least once a week?'*
- 4) **Research question no. 4:** *'Do lower secondary school learners use English videos to understand learning material better?'*
- 5) **Research question no. 5:** *'Do lower secondary school learners remember some frequently used phrases from videos and can they repeat them correctly?'*

7. Methodical procedure

The quantitative research method – the questionnaire method – was used for the implementation of the research. The questionnaire was distributed electronically (by direct link) to the respondents – lower secondary school learners in the Jeseník District in the Olomouc Region.

The questionnaire method is often criticized for not determining who the respondents truly are, but rather how they perceive themselves or how they wish to be seen. The questionnaire should meet the basic requirements of good measurement, namely validity, reliability, and practicality. The questionnaire items should only inquire about essential information that cannot be obtained through other means. Additionally, the questionnaire should not be overly extensive. It is necessary to consider that respondents may not tell the truth, and therefore, the results of the questionnaire may be inaccurate (Chráska, 2016).

Therefore, for the purpose of the research, the questionnaire with open and closed questions was compiled. The questionnaire contains a salutation and introduction, in which the purpose and its length are presented along with a request for a completion of the questionnaire. Closed questions are used to collect quantitative data, but it also contains open-ended questions that offer the option of any answers.

The questionnaire consists of a total of fifteen questions for lower secondary school learners in the lower secondary school (sixth to ninth grade). The aim of the questionnaire is to find out how often and what kinds of videos lower secondary school learners watch and why. Then if they watch videos in English and whether the videos help them with learning foreign languages, especially English language. Also whether the teachers use videos in lessons and how often and whether they use them with supplementary questions. Several questions are addressed to English video channels or popular people.

As part of a study of English language with a focus on education, lower secondary school learners from the sixth to ninth grades of various primary schools across the Jeseník District in Olomouc Region, between the ages of twelve to fifteen, participated in a survey.

The research sample was obtained through a random and anonymous selection of lower secondary school learners who voluntarily completed the questionnaire. The questionnaire was distributed online to several primary schools in the Jeseník District.

8. Results

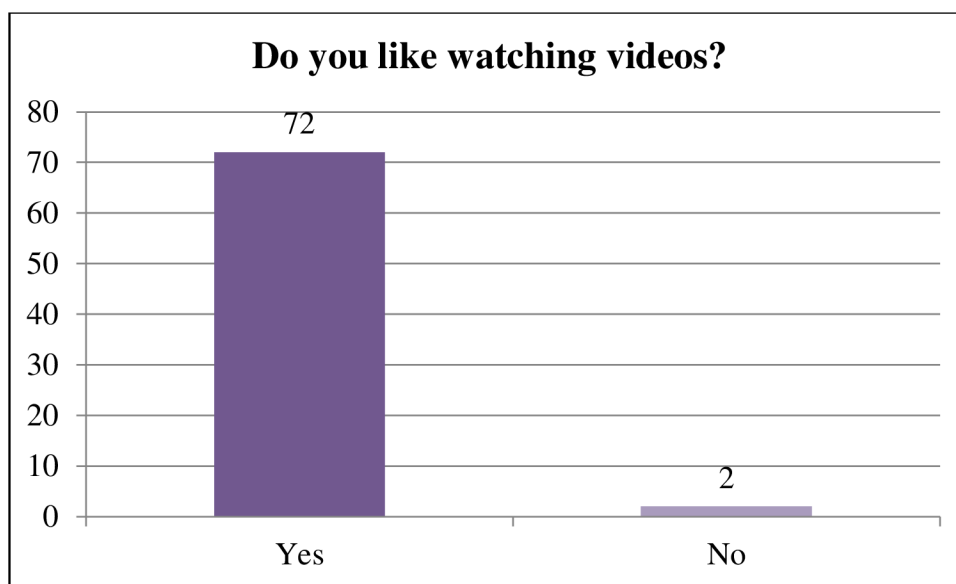
In this chapter, the results of the questionnaire are summarized. They were obtained during the research survey conducted online, presented in the form of graphs.

Respondents were asked to choose one answer, adding their comment to some answers, or choose multiple answers. One of the questions was open-ended, where participants could write any response.

The return rate of the questionnaire totals seventy-four pieces. Eighty-eight respondents viewed the questionnaire, but only seventy-four completed it. The questionnaire was provided to lower secondary learners in the Czech language, while the results are presented in English. The entire questionnaire is provided in Appendix no. 1.

The title of the questionnaire: The impact of English videos in everyday life of lower secondary school learners in the Jeseník District.

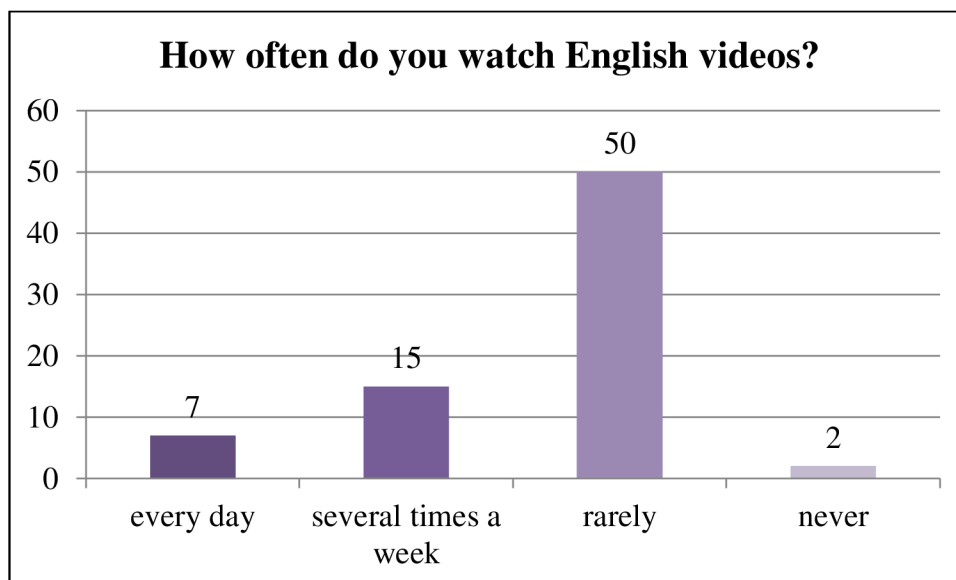
1. Question about popularity of watching videos



Graph no. 1 – Popularity of watching videos

Out of the total number of seventy-four respondents, seventy-two stated that they enjoy watching videos, while only two said they do not. Therefore, the vast majority of lower secondary learners likely enjoy watching any videos.

2. Question about frequency of watching English videos

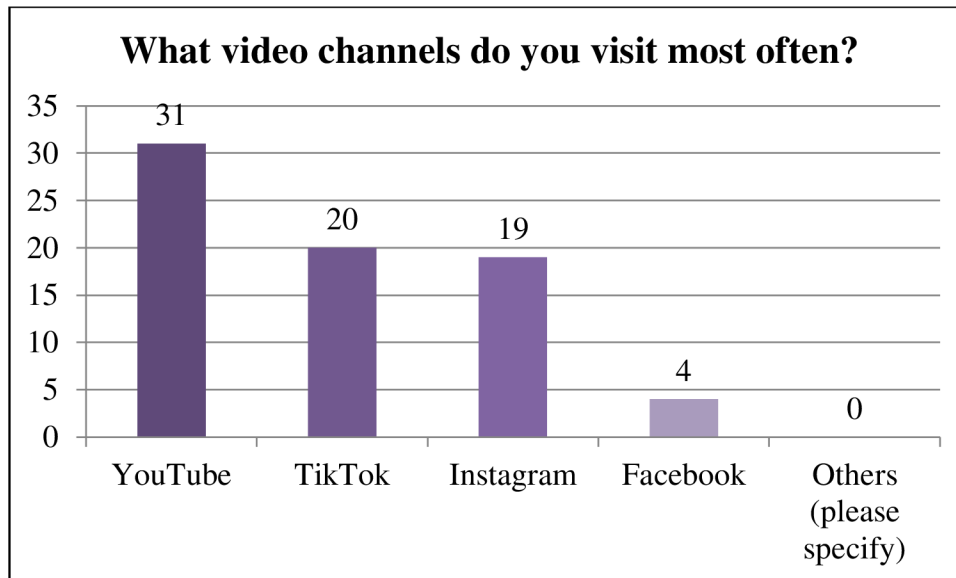


Graph no. 2 – Frequency of watching English videos

Out of seventy-four surveyed lower secondary learners, fifty of them stated that they watch English videos only occasionally, fifteen of them several times a week, seven

respondents watch videos daily, and only two of them answered that they never do. From this graph, it can be inferred that the popularity of English videos among lower secondary learners is not very high, but they watch them at least several times a week.

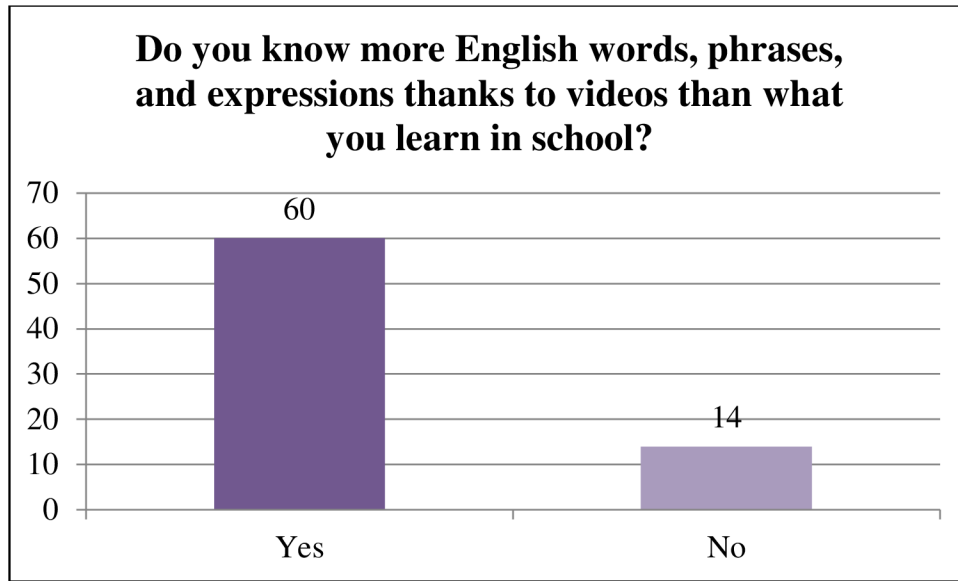
3. Question about favourite video channels



Graph no. 3 – Favourite video channels

The most visited and probably the most well-known video channel is YouTube, which lower secondary learners mentioned as the most used in thirty-one cases. It was followed by TikTok with twenty respondents, Instagram with nineteen and Facebook with only four surveyed individuals. No other channel was mentioned by any of the respondents.

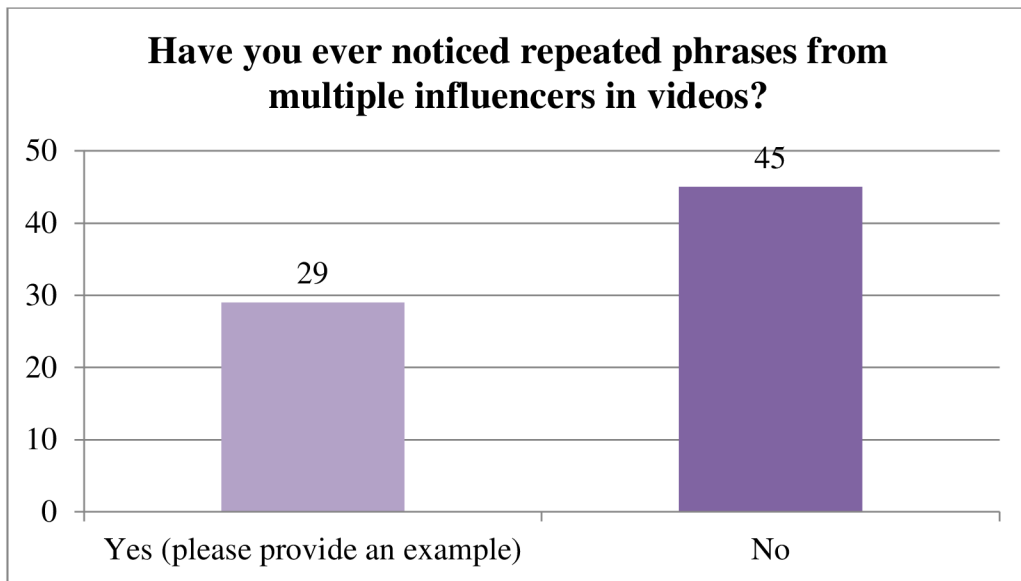
4. Question about words and phrases known from videos



Graph no. 4 – Improvement in English

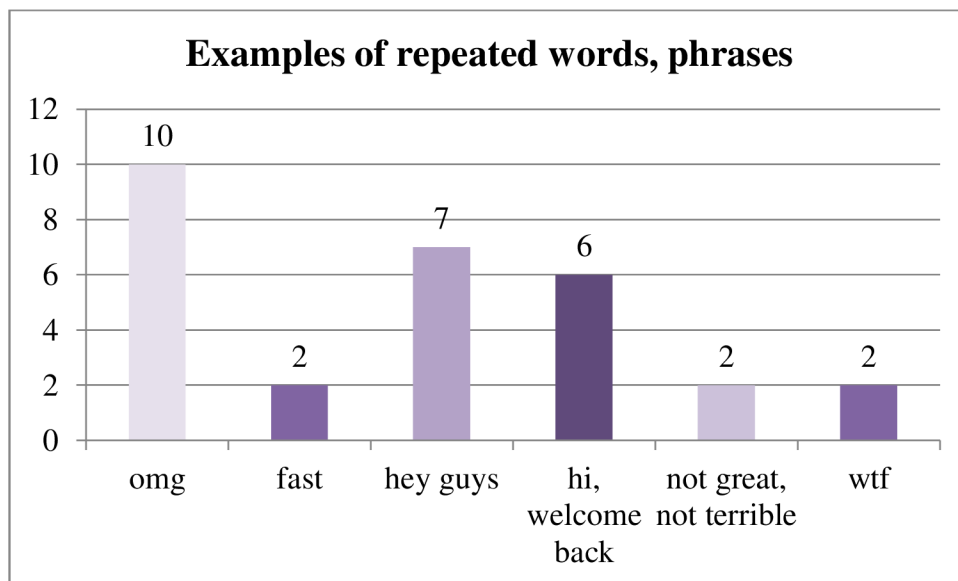
The question aimed to inquire whether lower secondary learners believe and notice that by watching videos in English, they know more vocabulary, phrases, expressions, or idioms than their classmates at school. The assumption is that watching English videos improves lower secondary learners' vocabulary. The question rather aimed at whether they themselves notice and feel that they know other words than those taught in school. Sixty respondents stated that they do, while only fourteen said they do not. From this, we can conclude that the majority of lower secondary learners are aware of improvement, and therefore, they might watch more videos in English.

5. Question about repeated phrases in videos



Graph no. 5 a) – Repeated phrases in videos

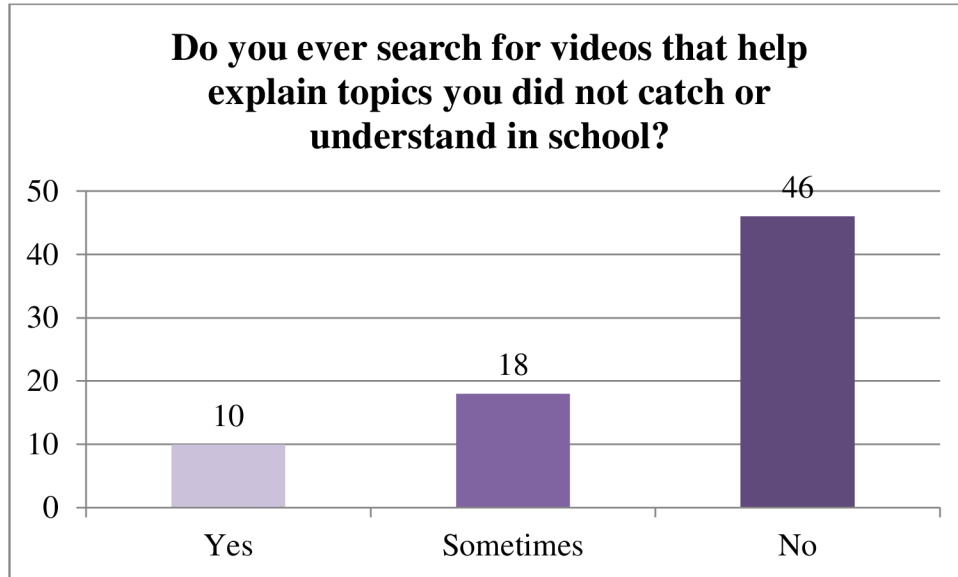
Surprisingly, forty-five respondents answered that they had not noticed any phrases used more frequently by influencers. The expected outcome of this question was the opposite, assuming that respondents would notice typical greetings, colloquial expressions, and reactions given the nature of the videos. However, the following graph describes the responses of the remaining twenty-nine respondents regarding specific words or phrases they notice in the videos.



Graph no. 5 b) – Examples of words and phrases

In this graph, there are examples of specific words and phrases given by the respondents included greetings, exclamatory phrases, and of course, profanities. Given the diversity of videos that lower secondary learners may watch, surprising phrases emerged.

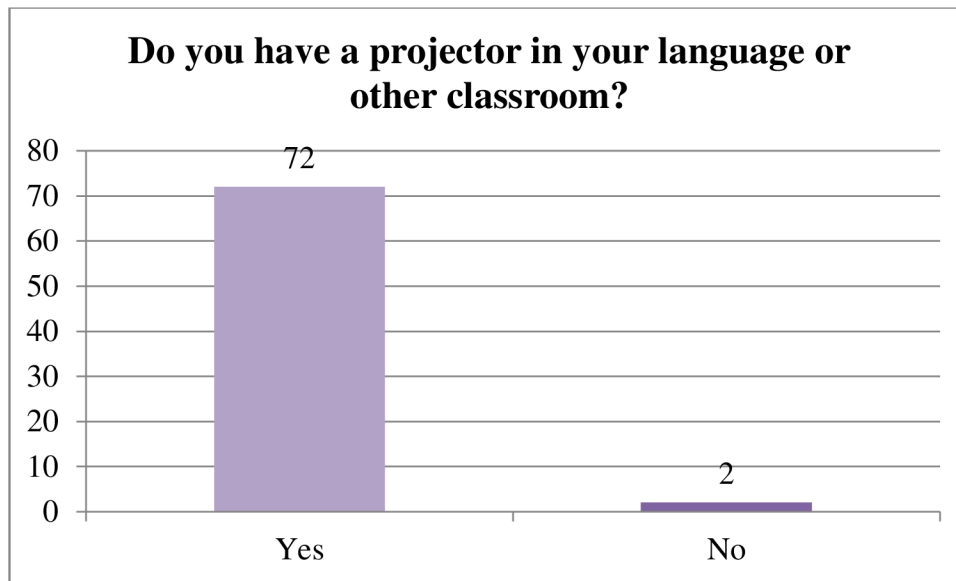
6. Question regarding targeted search for educational videos



Graph no. 6 – Targeted search for educational videos

The question sought to determine whether lower secondary learners search for videos on topics that they did not sufficiently understand in class. They could respond with 'yes', 'sometimes', or 'no'. Forty-six respondents answered that they do not search for such videos; eighteen said they do so occasionally, and ten of them evidently learn through videos, especially on material they did not cover or understand in school.

7. Question regarding technical equipment in the language classroom



Graph no. 7 – Technical equipment in the language classroom

In today's age, there was a strong assumption that every school, vocational classroom, or regular classroom would already have adequate technical equipment. I did not anticipate that a projector would be missing in any language classroom because, in my opinion, videos from foreign countries where the taught language is spoken are an essential part of teaching. However, two respondents stated that a projector is missing in the language classroom. It is possible that this is indeed the case, or they may have simply been unsure whether it was a language classroom and described a regular classroom instead.

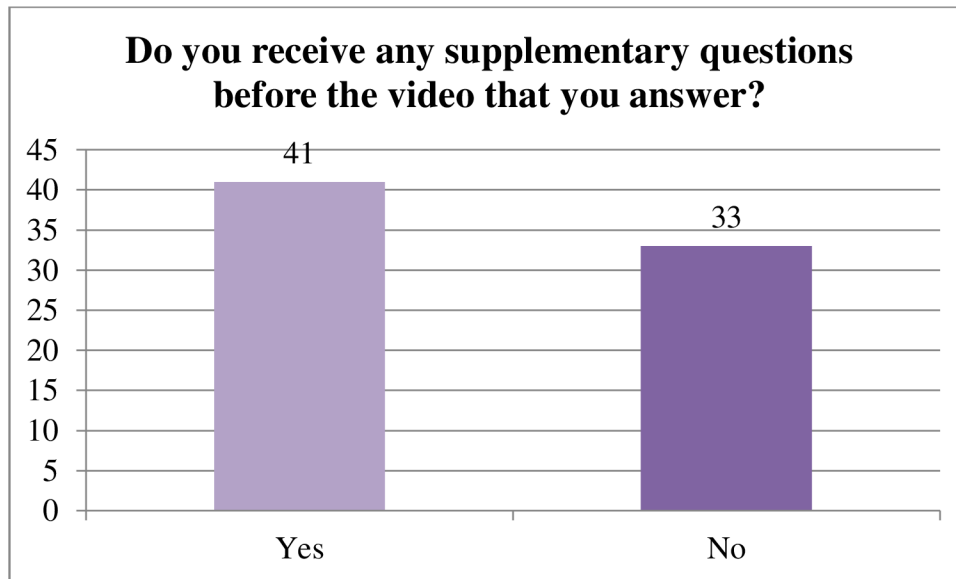
8. Question regarding the frequency of videos in English language lessons



Graph no. 8 – Frequency of videos in English language lessons

The question pertained to teachers and how often they show videos to lower secondary learners in English classes. Respondents could choose from options: almost always (meaning nearly every class), occasionally (at least once a week), rarely (at least once a month), or never. Fortunately, none of the respondents answered that their teachers never show them videos. However, the most common response, with thirty-one respondents, was ‘rarely’. Twenty-three respondents answered ‘occasionally’, and twenty of them answered ‘almost always’.

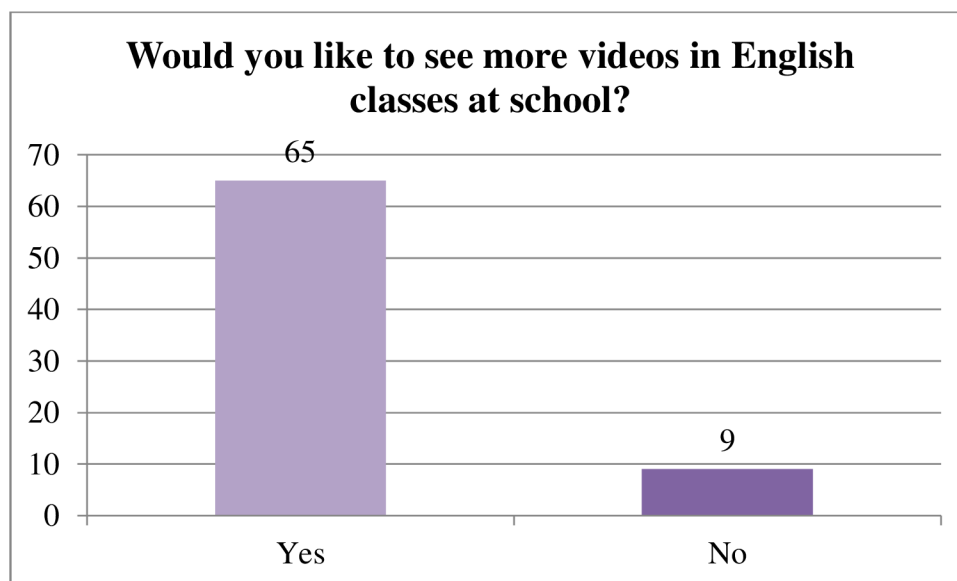
9. Question determining whether lower secondary learners receive questions before watching a video



Graph no. 9 – Questions before watching a video

Question determining whether lower secondary learners receive questions before watching a video, which they must search for and provide answers to during or after watching the video. From the theoretical perspective, it is clear that this is one of the indicators of effective video usage in teaching. It should be purposefully presented, and to ensure lower secondary learners' attention, supplementary questions must not be absent. However, only forty-one respondents stated that they receive questions, while the remaining thirty-three stated that they do not. It seems essential to inform teachers about the correct principles of utilizing videos in teaching.

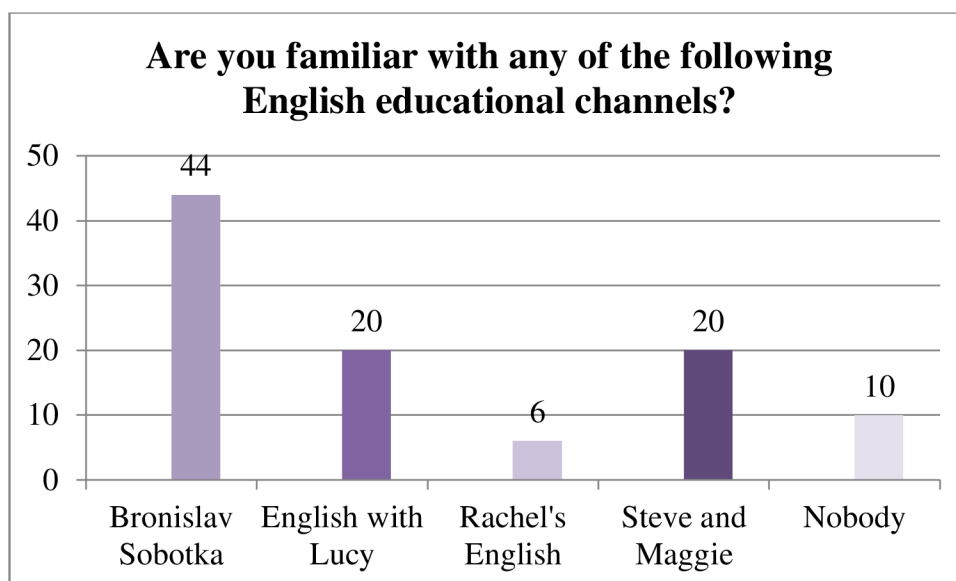
10. Question regarding the interest in watching more videos during English language classes



Graph no. 10 – The interest in watching more videos during English language classes

The question aimed at the interest of lower secondary learners in watching more English videos during class. Only nine respondents stated that they have no interest, while sixty-five respondents indicated that they do. This suggests that lower secondary learners are interested in videos and would like to see more of them in class.

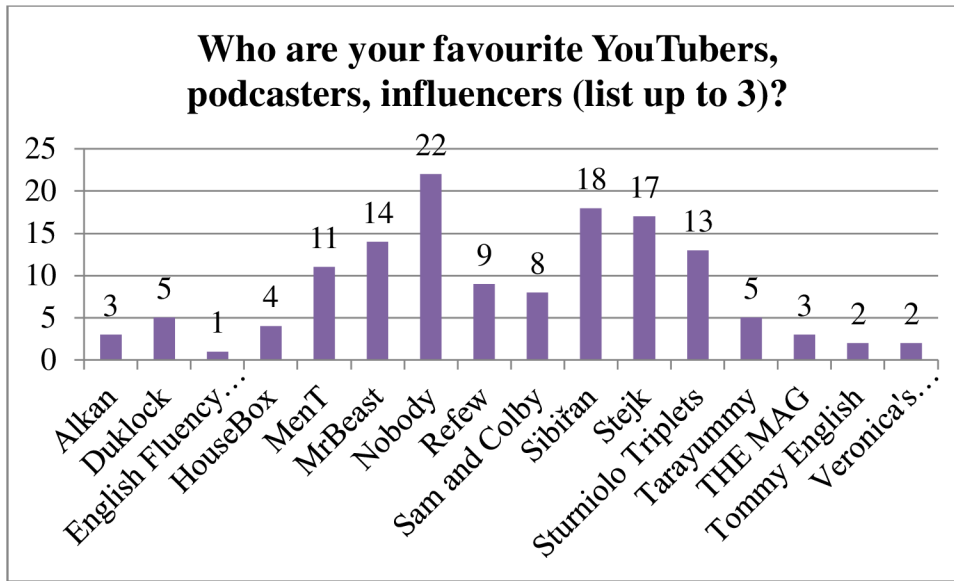
11. Question regarding awareness of the most well-known educational video channels



Graph no. 11 – Awareness of the most well-known educational video channels

The question pertained to the most visited and well-known educational YouTube channels for English learning. Respondents could choose or mention multiple answers. The majority of respondents' votes (forty-four in total) went to the Czech English teacher Bronislav Sobotka. However, lower secondary learners are also familiar with channels like English with Lucy or Steve and Maggie, which are geared more towards pre-schoolers and young learners. Ten respondents stated that they do not know any of them. It is therefore likely that they have encountered these channels either at school or at home when they wanted to clarify certain ambiguities or have grammatical phenomena explained.

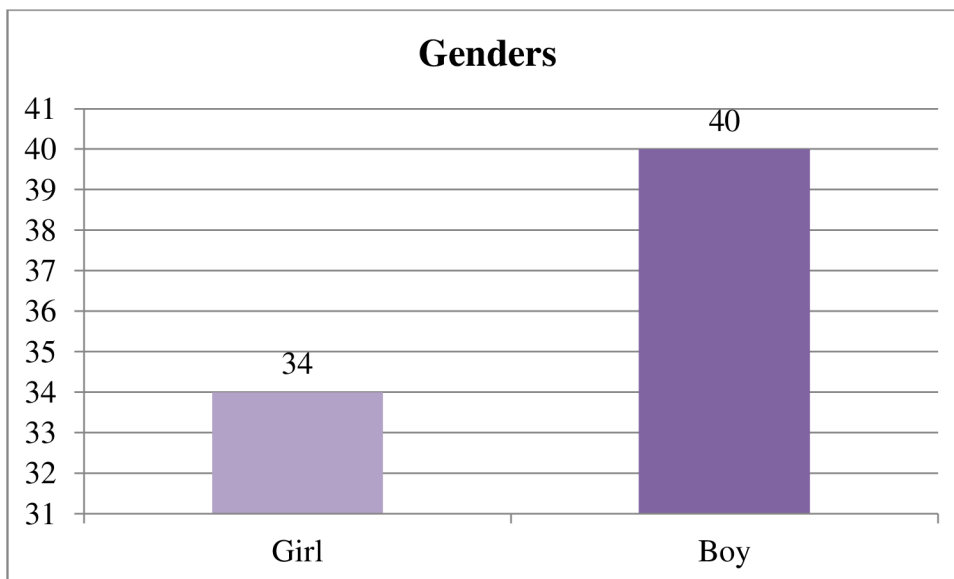
12. Question regarding favourite YouTubers, podcasters, influencers



Graph no. 12 – Favourite YouTubers, podcasters, influencers

Respondents had the option to provide free-form answers and list up to three of their favourite YouTubers, influencers, or podcasters. Surprisingly, the most common response was that they have no favourites. The most frequently mentioned influencers were Sibiřan, Stejk, MrBeast, Sturniolo Triplets, and MenT. Among these most mentioned video channels, MrBeast and Sturniolo Triplets produce content in English.

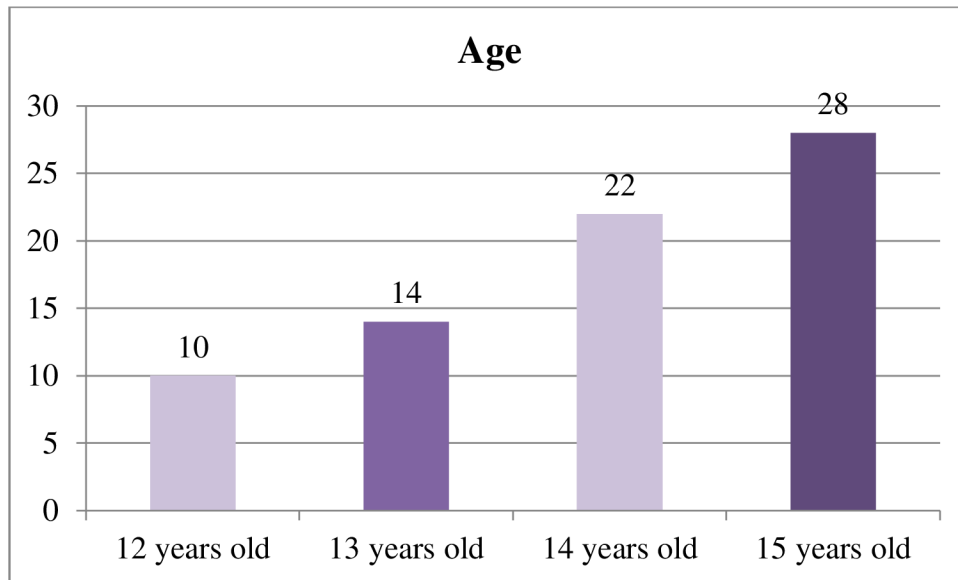
13. Question about genders



Graph no. 13 – Genders

The last three questions pertained to demographic information about the respondents – gender, age, and grade in lower secondary school. The questionnaire was filled out by thirty-four girls and forty boys.

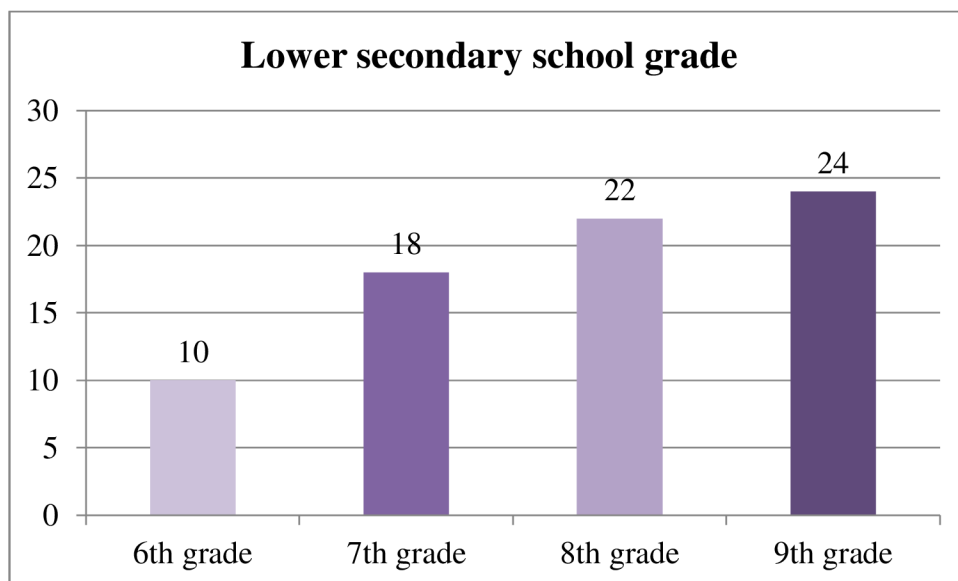
14. Question about age



Graph no. 14 – Age

The questionnaire was filled out by twenty-eight respondents aged fifteen, twenty-two aged fourteen, fourteen aged thirteen, and ten aged twelve.

15. Question about lower secondary school grade



Graph no. 15 – Lower secondary school grade

The majority of respondents in the questionnaire are in the 9th grade (twenty-four in total), twenty-two are in the 8th grade, eighteen are in the 7th grade, and ten are in the 6th grade of lower secondary school.

9. Discussion

This bachelor's project examines the impact of English-language videos in everyday life on lower secondary learners. The results from the questionnaire survey will address the research questions that have been formulated.

1) Research question no. 1: *'Does frequent watching of English videos help lower secondary school learners with their level of English?'*

To address this research question, questions no. 4 and 5 were specifically focused on. Question no. 4 aimed to determine whether lower secondary learners know more English words, phrases, and expressions through videos than what they learn in school. Question no. 5 concerned repeated phrases from multiple influencers in the videos. A large portion of respondents indicated that they know more through videos than what they learn in school. Conversely, in question no. 5, more respondents stated that they do not recall specific examples of phrases from videos.

An answer to the first research question could indeed be that lower secondary learners do improve their English proficiency thanks to English videos.

2) Research question no. 2: *'Do lower secondary school learners think their English teachers play videos in lessons often enough?'*

The answer to this research question can be found in graphs no. 8, 9, and 10. Question no. 8 investigated how often teachers play English-language videos in class. Question no. 9 inquired whether lower secondary learners receive any questions before the video, and question no. 10 asked if they would like to see more videos in English class. Considering the responses where participants mostly chose that their teachers play videos in English only occasionally or rarely, we can conclude that lower secondary learners perceive that they do not see videos in class too often. A clear majority also selected that they would like to see more videos in English lessons.

The answer to the second research question, therefore, is that lower secondary learners probably do not feel that they see videos in class often enough and would like to see more of them.

3) Research question no. 3: *'Do lower secondary school learners watch English videos at least once a week?'*

For the third research question, question and graph no. 2 are focused on. Unfortunately, the most common response to the question (fifty respondents out of seventy-four) regarding how often they watch videos in English was 'rarely'. However, fifteen respondents do watch English videos several times a week, and seven of them even watch them daily.

As for the third research question the answer is that lower secondary learners do not watch English videos at least once a week, but less frequently.

4) Research question no. 4: *'Do lower secondary school learners use English videos to understand learning material better?'*

The answer to the fourth research question will be determined by the results of question no. 6, which investigates whether lower secondary learners do search for educational videos when they miss or do not understand something in school. Unfortunately, the majority of respondents do not frequently search for educational videos related to what they learn in school. Some do occasionally, and only a handful answered affirmatively. From these responses, it can be inferred that lower secondary learners do tend to watch videos for leisure, through which they unknowingly learn and expand their vocabulary.

The answer to this research question, therefore, is that lower secondary learners answered they do not search for English videos extensively to understand the learning material, but rather for entertainment.

5) Research question no. 5: *'Do lower secondary school learners remember some frequently used phrases from videos and can they repeat them correctly?'*

For the fifth research question, question and graphs no. 5 are focused on. The question asked whether respondents noticed any phrases used by multiple influencers in videos and, if so, to provide examples. Only twenty-nine respondents remembered a word, phrase, or expression and provided a specific example, while forty-five stated that they could not recall any. The specific examples of these phrases are listed in graph no. 5 b).

The answer to the last research question strongly suggests that the majority of lower secondary learners do not remember any specific phrases or at least did not provide any.

The comparison with the current state of knowledge

In comparison with a study conducted among upper secondary school students titled ‘Use of Video Media in English Language Teaching’ (Zikmundová, 2013), where the results were as follows: students are interested in learning English with the use of video media and that they themselves enjoy watching videos in their second language. From the comparison of the results, it can be inferred that they align with the findings of this project – both lower secondary learners and upper secondary students are interested in and enjoy learning through videos.

Another study is research from the preschool field titled ‘Approaches to Early English Language Learning in Pre-school Facilities’ (Ristić, 2017). Results of this study were not very favourable – there was clear advantage of early start of learning language, but also a missing continuity with primary education. In comparison with this project, it is possible to again agree with the results, although this concerns a younger age category.

A study called ‘Video as a teaching aid in teaching at the second grade of primary school’ (Kindelmann, 2020) had interesting research – a comparison of using a video in lessons with pre-test (before watching a video) and post-test (after watching a video). The results of this research were overall very positive – lower secondary learners showed much better results in tests after watching the video compared to before watching it. Once again, the results align with this project, demonstrating that video can be utilized as a highly beneficial and effective tool in education.

Another equally interesting study is ‘Educational videos in an educational area ‘Man and his World’ determined for pupils from 1st to 3rd grade of primary school’ (Hellerová, 2020) which focused on young learners and creation and verification of a set of educational videos and methodical worksheets. The results were agreed by both teachers and young learners in such a way that the videos were instructive and beneficial for them. Based on the results of this project, it is evident that properly utilized and thoughtfully integrated video usage is indeed highly effective for learners of any age.

The last study being compared is ‘Video and its use in teaching’ (Černý, 2012), which focused on subjects and topics in which the video can be used. The results showed that videos can be practically used in any area of education and can be considered as a modern, available, funny and useful tool, or even as a learning through the game. The

results of this project agree with every other research with a similar theme, whether it involves younger learners or older students. From this, it can be inferred that videos are generally regarded as highly useful and enjoyable educational tools, both from the perspective of teachers and students.

Conclusion

The main goal of this bachelor's project was to determine how often and in what context lower secondary learners watch English videos, what impact these videos have on their English proficiency, and whether they recognize the benefits of these videos even when watching them solely for entertainment. To obtain the results and fulfil the aims and sub-aims, a questionnaire method was used to include the entire Jeseník District.

The project relied primarily on the experiences and personal feelings of the respondents; however, the responses were favourable. **The majority of respondents concluded that their English proficiency improves as a result of watching English videos. Lower secondary learners use the videos as an educational tool even in their free time.**

The results of the project focus on the utilization of videos as an effective means of instruction, not only for foreign languages. This is a modern method introduced into education, however, it requires adherence to certain principles to be effective and efficient.

Children and adolescents, as well as adults and elderly people, watch videos in their free time, and it is appropriate to use them properly for educational purposes. **It is also evident that lower secondary learners have a great interest in modern learning methods and videos in the classroom.** Videos should be introduced as an educational tool to the awareness of more parents, teachers, and university students, who often use them extensively as a learning aid themselves.

Teachers, however, rarely show lower secondary learners videos in the language, despite greater interest. Preparation for such teaching can be more challenging. Additionally, **supplementary questions that lower secondary learners should answer after watching the video, to make its use in teaching useful, are often lacking.**

The assumption no. 1 – lower secondary learners are interested in learning through English videos can be confirmed based on the research and the results indicated in graph no. 10. The majority of lower secondary learners answered they would like to see more videos in English lessons.

The assumption no. 2 – lower secondary learners improve their language proficiency through videos and perceive this improvement themselves can be also confirmed based on the results in graph no. 5. The majority of lower secondary learners believe that they know more words and phrases thanks to English videos than they learn in school.

I believe this work will be beneficial for teachers, parents, and students who want to learn more about English videos in relation to teaching and learning and also summarize the correct conditions for their use. I think it would be beneficial to incorporate modern teaching techniques into higher education and teacher training to avoid errors in their usage and also to raise awareness about the possibilities of diversifying teaching especially for lower secondary learners.

Summary

The bachelor's project was divided into two main parts – the theoretical and practical part. Both of these parts have several subsections. The practical part contained the research of this project.

The theoretical part included definitions and descriptions of basic concepts in two main chapters and their subsections. It described fundamental terminology and delineations according to various authors. In the theory section of this project, there was a brief history and evolution of the English language, media in education, as well as the classification and definitions of social networks.

In the practical part, there was a description of the research, its implementation, the research sample, research questions, and the results of individual responses. The results of the questionnaire survey were in some cases expected – lower secondary learners' interest in watching videos or classroom technical equipment, while in others, they were surprising – videos in lessons rather exceptional or occasional viewing of English videos.

Overall, it can be inferred that teachers are using videos correctly, with principles outlined in the theoretical part in the subchapter 'Principles of using videos in teaching', lower secondary learners in the Jeseník District would welcome more videos in class, and their vocabulary and English proficiency improve as a result.

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Appendix no. 1

Dobrý den, milí žáci,

obracím se na Vás s žádostí o vyplnění zcela anonymního krátkého dotazníku k mé bakalářské práci s názvem Vliv anglických videí v každodenním životě žáků druhého stupně základní školy v okrese Jeseník. Vyplnění Vám jistě nezabere déle než 10 minut.

Děkuji Vám za Váš čas,

Mgr. Nela Buchlovská

studentka Pedagogické fakulty Univerzity Palackého v Olomouci

Své odpovědi, prosím, zakroužkujte, v případě doplňující otázky napište odpověď na řádek.

1. Díváte se rádi na videa?
 - Ano
 - Ne
2. Jak často sledujete anglická videa?
 - Denně
 - Několikrát týdně
 - Málokdy
 - Nikdy
3. Jaké videokanály nejčastěji navštěvujete?
 - YouTube
 - Facebook
 - Instagram
 - TikTok
 - Jiné (doplň) _____
4. Znáte díky videím více anglických slov, frází, obrátů, než se učíte ve škole?
 - Ano
 - Ne
5. Všimli jste si někdy opakovaných frází od více influencerů ve videích?
 - Ano (doplň nějakou)

- Ne
6. Vyhledáváte někdy videa, která vám pomůžou vysvětlit látku, kterou jste ve škole nestihli, neporozuměli?
- Ano
 - Jen občas
 - Ne
7. Máte v jazykové nebo jiné učebně projektor?
- Ano
 - Ne
8. Jak často vám vyučující pouští videa v anglickém jazyce?
- Téměř vždy
 - Mállokdy
 - Spíš výjimečně
 - Nikdy
9. Dostanete před videem nějaké doplňující otázky, na které odpovídáte?
- Ano
 - Ne
10. Chtěli byste ve škole více vídat videa v hodinách angličtiny?
- Ano
 - Ne
11. Znáte některé následující anglické výukové kanály?
- Bronislav Sobotka
 - English with Lucy
 - Rachel's English
 - Steve and Maggie
 - Jiné (doplň) _____
12. Kdo jsou vaši oblíbení youtubeři, podcasteri, influenceři (max. 3)?
- _____
 - _____
13. Jsem:
- Dívka
 - Chlapec

14. Věk:

- 12 let
- 13 let
- 14 let
- 15 let

15. Třída ZŠ:

- 6. třída
- 7. třída
- 8. třída
- 9. třída

List of graphs

Graph no. 1 – Popularity of watching videos

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