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VYUŽITÍ VIDEA VE VÝUCE ANGLICKÉHO JAZYKA

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Thesis

USE OF VIDEO MEDIA IN ENGLISH LANGUAGE TEACHING

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V Plzni dne 28. června 2013   ……………………………

                                                            Klára Zikmundová

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ABSTRACT

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The thesis deals with the problematics of using the video media in English language teaching. In the theoretical background chapter, the terms of video, movie and TV show are described and distinguished. The thesis explores, analyzes and answers the main questions potentially asked by teachers who want to use this media. These questions are: why to use videos in ELT, what videos to use, who to use the videos with, when to use videos and most importantly how to use the video media in English language teaching. The practical part of the thesis deals with the research, which was realized at the Secondary School of Electrical Engineering in Pilsen. Four lessons with four different groups of students were taught, with the support of a handout. The results based on a questionnaire given to the students showed that they are interested in learning English with the use of video media and that they themselves enjoy watching videos in L2.

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I. INTRODUCTION

There are many means used for teaching English. And there are many possibilities how teaching can be carried out. It is given that it should be effective and engaging and that this depends, among many other things, on the teacher's attitude to teaching, no matter the means used; but there are means which are more fun to work with, both for teachers and students. One of these is the video media. Nowadays, the technological progress accelerates and one encounters highly developed engineering everyday and everywhere in the form of various technical devices, such as mobile phones, laptops, television, the Internet and videos. These encounters, due to their instructional value, can be applied to the educational sphere, the curricula and syllabi.

As far as I can remember, I have never experienced students being bored by video; and me myself – I have always enjoyed watching video and working with it, even now, during my university studies. But simply the fact that you use video in teaching does not mean that you are able to use it effectively. For teachers considering applying such media in their classes, it is essential to answer several questions connected with the usage – Why should I use it? What is good to use/What can I use? Who is it good for?/Who am I going to teach? When should I use it? - and most importantly – How should I use it? These are the matters that we should consider ourselves with when trying to trace the reason of video usage.

Some teachers seem to think that use of video in classes simply implies letting students watch a video without even challenging them to be actively involved. Although it is definitely time-consuming to plan the activities for students to actually do some learning around the video, it is worth it. Video is a great, authentic and stimulating way to engage students. It can be used for presenting language, culture, topics and information, developing language skills – especially listening, stimulating speaking or sense of humor in L2, which should also take place in teaching/learning. And apart from many other learning sources, it is well-reachable and available for everyone with the Internet connection. Also, many students are used to watching movies, TV shows or videos on YouTube anyways, so they are familiar with this way of learning, though often they are not consciously aware of the learning impact and its purely didactic aspects.

These are the reasons why I have chosen to write my thesis on the topic of video usage in ELT (English language teaching). I have taught many students across the years of my practice and thus I know that it is not even possible, but above all fulfilling and engaging to use this media in teaching.

The theoretical background briefly describes the history of the video media, the terms of video, movie and TV show; the main part in dedicated to investigating and answering the questions that can be asked by teachers who possibly want to use the video media in their English language classes. The questions are: why to use videos in ELT, what videos to use, who to use the videos with, when to use videos and how to use the video media in English language teaching. The practical part of the thesis, which consists of the Methods, Results and Commentaries chapters deals with the research that was implemented and realized at the Secondary School of Electrical Engineering in Pilsen. Four lessons with four different groups of students in their freshman year were taught, supported by a handout. The results were based on a questionnaire, that was given to the students and that showed their interest in the process of learning the English language with the use of video media and that the students themselves enjoy watching videos in L2.

II. THEORETICAL BACKGROUND

In this chapter, I deal with the possibilities video media can offer to both the teacher and the students; I give the reader a package of complex information and advice on the video usage by answering following questions: Why should I use video? What is good to use? What can I use? Who is used video good for? Who am I going to teach? How should I use it?. These are the matters that need to be explored when intending to use this media for language teaching.

Why to Use Video Media

Due to the nature of the videos being combined from many kinds of stimuli (images, motion, sounds, text) in a complementary fashion, it is possible to adjust the learning tools and tasks to the individual learning styles. Cooper, Lavery and Rinvolucri also add that "[v]ideo is a supercharged medium of communication and a powerful vehicle of information. It is packed with messages, images, and ambiguity, and so represents a rich terrain to be worked and reworked in the language learning classroom" (1992, p. 11). With modern video (age had moved from VHS to streamed video and captured lectures), learners have more control over the information they receive. They more than before being able to stop, rewind, fast-forward, and replay content as many times as needed. Howard Gardner's multiple intelligences theory (for further information see Appendix D) concludes that traditional teaching methods, including lecture and textbook approaches, may only appeal to learners who prefer linguistic approach. However, teaching methods that include the use of video and audio will, in effect, "reach more students and provide more opportunities for neural development and learning" (Marshall, 2002, p. 9).

History of ELT Videos and Academic Impact

The past 50 years have seen a shift in viewer's behavior. They have moved away from being passive spectators absorbing images and content displayed on the screen, that is the stage of "reactive theory of viewing" and have become active observers applying individual experiences and understanding to their viewing (Anderson & Lorch, 1983, p. 28). In other words, the active role of the viewer can be perceived as the cognitive interaction with the material and its content and setting. The television also made a significant impact on the development of video in education. Calvelrey, Childs and Schnieders (2007) state that "[i]n the 1960's explosion in the use of television in education, many of the media experts were recruited from the industry itself. They arrived in universities in broadcast values - of art, documentary or entertainment, rather than

education" (p. 3-4). They also add, that "[e]xperience suggests that students will value any resource if it is seen as fit-for-purpose" (Calvelrey, Childs & Schnieders, 2007, p. 4).

At the beginning of 21st century plenty of the older devices and carriers (VHS) were found outdated. With the broad accessibility of the internet for the classroom it was the virtual space that allowed sharing the digital content aimed to enrich the classroom environment. Youtube became the dominant server and provider for class-made videos and lecture captures whilst advanced podcasts made it available to discreetly share the newly made material to be delivered to the classrooms. Easily made and shared user-generated video enabled the critical back and forth motion of teacher-to-learner and learner-to-learner interaction, which, in terms of communication, sharply contrasts to the old instructional video model.

Communicative Value of Video

Uses of the video media own many great qualities, one of them being "their ability to present complete communicative situations" (Lonergan, 1990, p. 4). Students have the chance both to see and hear the language and the situations, in other words "the combination of sound and vision is dynamic, immediate, and accessible" (Lonergan, 1990, p. 4).

Another undeniable feature of this media is the context perceived by the viewers. Marshall and Cullen (2003) suggest that "From a student perspective, digital video also supports a more social and constructivist approach to exploring the material as rather than being presented with a linear narrative and presentation of material, they can explore aspects that directly interest them" (p. 314). Therefore, students are more willing to respond to it. It is also claimed that "The video provided acts as a reference point both for the teacher explaining concepts which are hard to express as words, and for the students in their own discussions by reducing ambiguity when acting as a conversational artefact" (Marshall and Cullen , 2003, p. 314, as cited in Pea, 1993).

Students' Collaborative Abilities

Access to video encourages students to develop their problem-solving abilities via collaboration with others. This idea has implications for future workers for a world where there is ever greater emphasis on teamwork, collaboration, and multicultural awareness. Many on-demand video platforms support some type of student collaboration. Another factor to consider is the attention span of students. Just as the Cisco study (for further information see Appendix E) on videos showed, it is apparent to many educators that shorter videos are best suited to younger students. At any age, teacher presence during the

presentation of video is important. When a 'talking head' is part of the video presentation, the rule of thumb is to present a segment of maximum length of 15min. If more than that, 'the talking head' better have some 'tricks up its sleeve' to maintain interactivity and retain attention span.

The Power of Video

Watching a video in English helps students to find out how and when to use the language. As Cooper, Lavery and Rinvolucri claim in their book about using video as a means of teaching "via the medium of English [students] start to learn what they can do, both individually and in a team, when offered a minimal task and a short time to fill with moving pictures." (Cooper, Lavery, & Rinvolucri, 1991, p. 5). Additionally, these three authors also state that "English then becomes the language of the creative process" (Cooper, Lavery, & Rinvolucri, 1991, p. 5).

Grades and Performance

On-demand video has been shown to impact grades and test performance through a large number of studies conducted by colleges and universities. Some of these studies have been conducted using control groups and experimental groups, ensuring that true comparisons can be made and showing significant grade improvements among members of the experimental groups. This has led some to state that"[s]tudents who engage in [viewing streaming video] outperform peers who are in a traditional face to face classroom" (Chiu and Liu, 2005, p. 67). Other studies are somewhat more subjective, for example, those that survey students regarding their opinions concerning their grades or other aspects of their educational experience. Retention rates also are being positively affected, according to some studies.

Motivating Students

It is well-known that motivating students is essential for their engagement in learning; and a good teacher should be a good motivator. However, there are ways, which use easier to get students motivated, for example connecting classroom activities with outside-classroom situations, so that the learning is meaningful and authentic; incorporating the educational contents to the students' social and personal background and their interests; or enlinking the technology of everyday life with the academic environments. And the use of video, when in the hands of a professional, is one of these ways of motivation. It can draw students' attention, make them feel involved in the learning process, and according to my research (see the Methods and Results and Commentaries parts of the thesis), students themselves claim that they enjoy lessons with

videos and that to them it seems an appropriate and interesting way to learn English. Thus, if a teacher knows how to use it effctively, it is a great motivational tool. And motivation is one of the essential factors having impact on students atittude to learning and studying. Also, Ray Handley in his research focused on motivating students with technology states, that "in terms of the type of tools that can be used to produce a change in the motivation of students an important balance needs to be achieved between the scope of the tool to provide multiple avenues of interest for the student such as animation, use of text/video/image/sound[...]" (Handley, 2008, p. 11).

Presenting Language

Most videos present us with an authentic language use which is crucial for students to have contact with when acquiring or learning the structures, phrases, pronunciation, stress or speech rhythm. These things are easily found when listening to songs or watching videos. It does not matter if students learn it deliberately or unconsciously – being in contact with authentic language is priceless. Students can connect the motion pictures with the discourse they hear and with those two – the visual and the auditive – it is easier for them to find their bearings in the wild world of authentic English. Braddock (2012) supports the idea of presenting language with the video media: "[u]sing video offers the learner access to paralinguistic features of language in a way that audio alone cannot. Adding visual clues to a listening activity can assist in comprehending context and meaning, and afford a more realistic listening experience" ("Teenagers and Video").

Presenting Culture

It is good to use traditional materials for providing students with information on cultural studies; it is better to revive it with more innovative teaching techniques, such as using the video media. There are many great documentaries or raw authentic videos portraying culture related topics. Vogely (1988) claims that "video appears to be an excellent use of technology to convey contemporary cultural information using the target language. It provides immediate access to images and to native speakers of the target language for students for whom that access could be otherwise limited" (as cited in C. Herron, S. Dubreil, S. Cole & C. Corrie, 2000, p. 3). Braddock (2012) extends this idea: "In addition, video exposes learners to the world and shows them new people, places and perspectives. Because they are constantly being updated, videos can bring current events into the classroom" ("Teenagers and Video").

Presenting Topics

The video media is a convenient media for presenting topics, no matter what type of video you choose. You can show students a short advertisement on cars and then talk about parts of cars, means of transport, travelling or avderting itself. It is a great starter of a whole new topic, visuals always are; many students can connect the things they see with what follows next, i.e. vocabulary practice.

Developing the Four Skills

With a tight link to the Multiple Intelligencies theory, video can be used do stimulate the growth and development of all the basic skills. With the skills being described as perceptive and productive, video basically affects mainly the perceptive skills, namely the skill of listening. There could hardly anything better be invented than the video since is connects the sound and vision, show the speaker and can simultaneously be interpreted (by distinguished speakers), or equipped by subtitles in L1 or L2 (for better comprehension) or dubbed afterwards as a means of self-teaching. Miller (2003) in her article on listening skills says, that "the aim of all listening lessons should be to allow learners a greater degree of independence when confronted with listening to the foreign language in a real world context, and that means using authentic texts. Authentic texts are any spoken texts which have not been specially prepared for language learners, and they are often delivered via technologies like radio, television/video, and the Internet or CD-ROM" ("Developing Listening Skills with Authentic Materials", p. 16-18).

As a stimuli for speaking and writing, it is well-known, that when people watch something – anything – together, they naturally talk about it. This is why video is a very useful tool for speaking activities. Students can talk to one another, in pairs or groups, or to a teacher; there is a great variety of options. If talking about stimulating writing, students can write an essay, or any kind of paper in that matter, reacting to a video they have seen. In other words, there are many possibilities how productive skills can be developed around the media.

Providing Information

Teachers have many possibilities how to provide students with information. In many of them they have to take the active role. But when showing a video, students obtain information, while the teacher can take his/her time to observe students reactions, and so forth. Additionally, students have, again, both the visual and auditive sides of information. Most people watch videos (movies, TV, youtube) on the daily basis and thus they are used to absorb things presented in such a way. We, as teachers, can design follow-up activities

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and when doing this effectively, we can elicit a lot of information from students, even the information about the language. If we want to take an active role in presenting information with the help of video, we can create our own video lectures. And there is a possibility to make students shoot their own videos in English. As Cooper, Lavery and Rinvolucri (1991) state, "enough activities of this sort will gradually change your students' internal relationship with the target language" (p. 5).

What Types of Video Media to Use

There is a wide range of videos from which to choose, but there is a great question many teachers face - which one is the most suitable one? Teachers have to think about what one wants to teach language-skills-wise or according to the topic one wants to present using a video. The videos used should be relevant and accurate to what is being taught and also appropriate for the students' age and language level. Moreover, teachers should always draw a conclusion, make connections with what is taught. Prior to the lesson, the teacher should decide on "which language needs pre-teaching" (Stemepelski & Tomalin, 1990, p. 10). In an ideal state there should be none. The students should be able to ask for help, which, as stated by the same authors, "should be part of the communicative activity" (Stemepelski & Tomalin, 1990, p. 10).

Movies versus Video, Terminology

Using the wide term 'movie' can be slightly misleading. When regarding all the materials accessible both online and from retailers, we could use this American lexical unit with its direct British equivalent 'film(s)'. However, if also the home-made or class-made movies count, we should adhere to the broadly more acceptable term 'video', also preferred by Wainhouse researchers (Cisco) and its gerund 'videoing', i.e. shooting these. Movies as such can be also understood as motion pictures or cinema films whereas the term video materials could incorporate shorter or longer bits of video such as music clips and commercials on one side and theatre plays and lecture captures, videoconferences, documentaries on the other. But before using a movie/video for ELT, we have to think about the target learners and their cultural background, age or language level. It is higly unlikely that one movie will suit everyone. When teaching lower-level students, we can use the subtitles in L1 or play a movie with clear and easy language; we should not use a film with many idiomatic expressions. For more advanced learners we can use L2 subtitles or play the movie with no subtitles at all. But a teacher should always remember the purpose beyond the movie, because with a purpose, teaching can easily decrease the

amount of time wasted. Movie bits should include control language control (in order to avoid just pure unregulated watching). Here are some of the techniques used to do so:

- ☻ focus on a language feature and derive fine points of grammar out of that (Lonergan, 1990, p. 52).

- ☻ imply the use of good situations and good narratives shown, because they "create situations where everyone wants to know what happens next. (…) teachers can build on that by asking students for more detailed versions of their speculative accounts" (Lonergan, 1990, p. 52).

- ☻ video and its users should provide effective communication.

Movies themselves can offer many advantages to the participants of the educational process – they are motivational, they present language in a natural way, and, again, use the visual context and we can learn much more than language with their help. They are a great source of culture, art, thoughts and much more. But before using a movie for ELT, we have to think about the target learners and their cultural background, age or language level. It is higly unlikely that one movie will suit everyone. When teaching lower-level students, we can use the subtitles in L1 or play a movie with clear and easy language, we should not use a film with many idiomatic expressions. For more advanced learners, we can use L2 subtitles or play the movie with no subtitles at all. But a teacher should always remember the purpose behing the movie, because with no purpose, teaching can easily decrease to wasting time. Videos should be used to teach, not just to entertain. One shares the similar idea, "[m]ovies are effective means for learning a language, as long as you present your students with a variety of visual contexts contained in a movie" ("How to Use Movies in the ESL Classroom?" section, 2013). Teachers can also use movie trailers for teaching; they give us many alternatives for our and students' creativity. Because they are short, we can focus on the following activities more than on the watching itself. And they themselves suggest activities such as storytelling, writing a story behind the trailer, guessing the end of the movie and so forth.

Tv Shows

Tv shows are popular with most generations, especially the younger ones, we can see them watching many series on TV or the Internet. And there are so many shows, that teachers can easily choose the most suitable one for a particular group of learners from. They are often witty, funny and popular, hence very motivational. We can pick a particular episode on the topic we are going through in the textbook or connect it with the current

news and build students' cultural knowledge and ability to speak about contemporary themes. Also, TV shows are highly useful to improve students' understanding to various accents. According to James (2011), "listening to a DVD of a TV show or a movie exposes your EFL students to various accents", as she claims in her article on using DVDs and TV shows in teaching ESL ('How to Teach English as a Foreign Language (EFL), Using DVDs of TV Shows and Movies"). She also adds, that native speakers use many slang expressions and not always grammar, which is absolutely correct thus "DVDs of movies and TV series introduce EFL students to current-day slang and idioms, which is remarkably helpful when they have to use English in real life" (James, "How to Teach English as a Foreign Language (EFL), Using DVDs of TV Shows and Movies", 2011).

Other Types of Videos Useful for Teaching

We do not have to use only movies and TV shows, but there are many other kinds of videos, that can be impeccable as a means of teaching. These are for example documentaries, which can be applied both to provide students with knowledge and information, but also as great starters when presenting a new topic, building-up thematical vocabulary or just having something to develop a discussion on. Moreover, we can teach employing advertisements, news, cartoons or music videos, which are also very popular with students.

<p align="center">**Who to Use Video with**</p>

Using Video with Students of Different Language Levels

First of all, we should never neglect the direct impact the video has on an average learner and, on the other hand, the obstructions and limits that stand in our way. Namely, there always is the linguistic barrier if the video is broadcast in English. The presence of this barrier and the following measures taken do follow the the basic division of learner levels according to the Common European Framework Reference for Languages when it comes to evaluating the ability and skills. However, as we assume that dealing with video bids a much more detailed hierarchy than just basic, intermediate and advanced levels (Allan, 1991, p. 73-74) we provide the reader with extra sub-levels denoting the skills of advanced learners.

When introducing the direct application of the aptitude/skill levels in link with the suitability with videos presented to learners of each particular level, we distinguish several levels:

☞ Basic level. Teaching on entry, elementary and preliminary levels entails a lot of control. We limit the amount and linguistic complexity we will expose our students

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to. Also the contexts and their range should restrict themselves to the most ordinary ones. Although this may be tedious, we attempt to design all activities simple and repetitive. Basic level of proficiency needs as much visual support as possible and simple, highly predictable situations.

⏱ Intermediate level. By the very broad term of Intermediate we understand the checkpoint where the speakers have acquired enough command of the language to possess it, to "adapt, adjust, add to it with some facility" (Allan, 1991, p. 73). The learning speakers also should be able to transfer language uses within different contexts and capable of transferring these. It is true for all the listed levels but especially eminent by the Step 2, Intermediate, that:

> Video… (…) can provide the variety, interest and stimulation which is very important at this stage when motivation is often beginning to wane. This is the level at which the focus should begin to shift from isolated language items to the real use of the items to convey a message. (…) Using video at this stage is a good occasion to focus on the story or the way the topic is treated or the way a program is structured. Encourage comment, speculation and prediction rather than asking for reproduction in the sense of repetition(…). (Allan, 1991, p. 73)

In other words, Allan (1991) suggests us that at the more intermediate speakers it is a good idea to use video as a welcomed occasion to do something different. In all cases, the video ESL teacher should take a grip for designed language development videos providing a controlled amount of language; in other cases the teacher can present the learners with simplified or abbreviated version of real life movies. That also means that teacher is required to do lots of home preparation, cutting the scenes etc. (p. 73).

⏱ Advanced level. Entailing the framework levels B2+ and C1, by this stage the students only seek an interaction powerful enough and opportunities to extend their already considerable command of language. At this stage the language ceases to be a classroom experience and starts to be a real world experience. All kinds of off-air recordings and programs issued for native speakers could be used, and comprehensive tasks requiring great deal of literally having understood are given. Video, then, is used both as a means of information and impetus for debate and discussions (Allan, 1991, p. 74). One must distinguish between intermediate and advanced learner. As it is stated by Swayne:

[Advanced] does not mean perfect, it means someone who has a pretty good idea about how the language works. When you are intermediate, you can survive. Furthermore, if you meet some speaker of the other language, you can talk for about half an hour, you can have connected discourse… And moving beyond that level means that you may even work in your target language…You don't avoid certain features of the language. ("Do you speak another language "fluently"? ...and what does that really mean?", 2012)

🕐 Superior and Distinguished learners. A term coined and used by the staff of Canadian Five Arrows language schools, denotes the learners that are approaching not necessarily native level of language but those who can use it for occupational purposes, including translation, teaching, interpreting and academic life. Not always being alien residents leading a life of a newly-moved foreign citizen, the distinguished speakers can be also – linguists, university students of a particular philology, people with working experience in English speaking countries, children of bilingual parents etc. Even these are to be commonly exposed to videos as they possess a vast range of skills, namely note taking, mind mapping etc. they can boost and enhance. The teacher should be always present and participating. For these people videos will represent a chance of analysis of the extralinguistic features such as body language or culture background. A rich and fertile discussion may follow up.

When focusing on the persona of learner, there is not only the proficiency to be considered. In 1980s The psychologist M. Gardner introduced a brand new insight about the personalities of the learners, broadly improving NLP based counseling systems (with audial, visual and kinesthetic perceptions).

Designing a Meaningful Task

All the stated models of video in the classroom could serve as a vivid inspiration to create new works and to use old recipes in a creative manner. However, there are a few rules to be listed in order to maintain the usefulness of the video and to establish an atmosphere of learning. With topmost priority, there is the controlled reality supportive to language practice.

Video as a Means of Developing Fluency

Fluency can be attempted by the learners willingly trying to assemble the chunks of the language to compose meaningful utterances. Which techniques can be used in such

situation? Firstly, there is just the simple stopping and addressing the learners to recall what they have just seen or heard. Therefore we distinguish:

🕐 Narrative recall - is the simplest technique using a sequence of Wh-words, presented in Stempelski and Tomalin (1990, p. 63) who regard a basic outline of facts present in news programmes: Who is it about?, What is it about?, When did it happen?, Where did it happen?, Why did it happen?, How did it happen?.

Asking the students to recall the contents of previous lesson or just watched video is of course a well chosen start. In English, a grammatical use of following structures is implied: past simple - used to outline the elementary parts from which plot consists; past perfect - developing chronology by expressing something that had happened earlier in the story (Lonergan, 1990, p. 48); past continuous - drawing the surrounding conditions and actions, background.

🕐 Another similar activity is giving a reported speech, a language structure mostly common for native speakers but causing difficulty by ELF learners. Concord between tenses, shifts in tense forms and need for rearranging pronominal forms contribute to the hardship.

A simple way how to overcome these is playing a dialogue and consequent asking the learners who said what. If there were several speakers present, each group can identify with one of those.

🕐 Speculation seems to be the ever-suitable activity entailing the future. Video can be stopped (frozen frame) at any time and learners may be offered a chance to speculate on what comes next; to interpret current events; or to guess the past events that led to the situation shown. If presuming the right language ability, there are no limits for such use.

However, in weaker classes the questions shaped around a topic will have to be framed by the teacher to ensure the use of particular language features. This surely brings many benefits for any language teacher, since "these types of exercises can be extended in English or applied in any other language. The important point is the language expected from the learners is within their range of ability" (Lonergan, 1990, p. 53). We may object that such derived task seems to be more or less teacher centered as the teacher initiates all the questions in order to hear the correct language. It is more than feasible to hand the burden of the communication on the learners (Lonergan, 1990, p. 49).

When to Use Video

When incorporating video activities into a lesson, we should think about the sequencing and flexibility of the activities; teachers should also realize that flexibility is one of the crucial teacher features when it comes not only to teaching with video but to teaching itself. Harmer (2007) claims, that "[h]owever much we have planned a lesson, we need to be flexible in what we do. Nowhere in this more acute that in the provision of live listening, where we may, on the spur of the moment, feel the need to tell a story or act out some role. Sometimes this will be for content reasons – because a topic comes up - and sometimes it may be a way of re-focusing our students' attention" (p. 310). The sequences of activities/techniques used when working with video in the classroom are described and analyzed in the next part, which deals with how to use the video media in ELT and to which it is equally connected.

How to Use Video Media in ELT

There are many possible ways to use the video media in classroom. These ways are mostly the techniques and activities employed in this usage. The techniques can be perceived as patterns for teachers to follow when incorporating video in language education; also, the ways of using the video media can be understood as the particular activities, which can be projected in the specific parts of lessons. The usage of the ways also depends on the teachers' abilities to use them and experience with the video media itself. Some of the most common and useful techniques are described in this chapter.

Techniques

There are many techniques suitable for teaching by the medium of video. These techniques mostly overlap with the types of activities that can be used. The techniques include showing videos with no picture, no sound, jigsaw viewing, how-to videos, using videos for debate and discussion (i.e. Creating alternative endings, characters' backgroung, or discussing the impact of the video on their view of the world), telling a story, role-playing, answering questions, using subtitles, using videos to teach vocabulary, grammar, idioms etc., developing the four skills, shadowing and developing creativity. Some of these were also used in the research part.

Showing Video with no Sound.

This means that you play a video with the sound on mute, but students can see what is happening on the screen. Then they can be asked to guess or describe what was going on, what they think the characters were talking about, they can debate in pairs, groups or individually with the teacher.

Showing Video with no Picture.

When using this activity, it is quite similar to the previous one, except for the change that students can hear what is going on in the video but they cannot see it. Students then can say what they heard, what tenses were used, what they think was happening on the screen, where the video took place; they can build their vocabulary with hearing and noticing some particular words chosen by a teacher.

Jigsaw Viewing.

This technique or acitivity is a combination of the previous two, it is convenient to be used in a pair activity, when one of the students can see the video and the other student can hear it. Then they can compare, discuss and help each other to find out what was on the video extract.

Debate and Discussion.

Video can be used for promoting and ancouraging students to debate and talk. They can dicuss what they saw and heard, what happened, what the characters in the video were like... Teachers can choose almost any topic or context relative to the video, they can use it to practise vocabulary or grammar used in the video.

Answering Questions.

Another activity or technique that can investigate speaking is using video for eliciting answers from students. It can be used with both less and more advanced students, the questions would differ according to the language level, the topic and the language objectives.

Role-playing.

With the information and experience of seeing the video, students can re-play what happened in there, using their own words and expressions, or with particular words if given by the teacher. This also develops students' creativity, but we should never force students to act in front of the class, if they do not want to.

Using Subtitles.

This technique is very flexible with who we use it for. We can use L1 subtitles for elementary students, L2 subtitles for pre-intermediate, intermediate or advanced students. However, it is recommended to use mostly the L2 subtitles even with less advanced students, after we go through the vocabulary used in the video with them.

Developing Creativity.

Video, being a creative medium itself, can be applied as a means of amplyfing students' creativity. They can think out their own alternative ending to a video, invent a

background story to a video character, or make up what happened before the actions in the video. Creative teachers can even conceive their own activities for developing students' productivity and inventiveness.

Shadowing.

This is a commonly used technique among teachers and it can be well-applied with teaching through video, too. Students can re-act, re-tell and mimic what they heard and saw in the video. A Cambridge ESOL Oral Examiner Sweeting (2013) supports this idea with a suggestion:

> Before the shadowing practice, encourage the learners to listen to the audio text as many times as possible to become familiar with the speaker's pronunciation. Prompt the learners to listen to the audio text on the bus, train or when walking to school. Instruct them to also focus on particular nuances of the speaker's speech, such as the way the person pronounces certain individual sounds, the rhythm and the pace of the person's voice, and so on. ("Shadowing: a useful technique for autonomous practice of listening and speaking")

Sequencing of Activities

Precise planning and sequencing of the lesson stages and their activities is necessary to make a lesson successful, effective and smoothly-progressing. Before a video-based lesson, teachers should think about various aspects of the activities n the sense of students' language skills, background knowledge and needs and interests. Moreover, teachers should be aware of sequencing activities in each stage.

Pre-watching Activities.

The pre-watching or pre-viewing activities are such activities that precede the video while-watching activity itself. They are very important for students' understanding of the contents of video and their capability of learning from it. The main aim of these activities is to prepare students for the following video-eatching in the sense of pre-teaching vocabulary, cultural or social background and connecting video with a syllabus etc. Braddock (2012) confirms the idea of importance of this stage: "[t]he pre-viewing activities have the most impact on the success of learners' while-viewing comprehension. Providing key vocabulary and allowing learners to pre-view the while-listening questions are common activities. Another effective way to prepare learners is to activate their prior knowledge" ("Teenagers and Video"). A well-prepared video lesson should contain a pre-watching activity, which precedes the video-watching itself. These activities should be

designed suitable to the topic, lesson objectives and students' L2 level. A good pre-watching activity may be, for example, a list of words appearing int he video, through which you go with students. When finishing this stage, it is appropriate to go briefly through the tasks of the following while-viewing activity, so that students are able to orientate themselves in the process of the connection of these activities without any interruptions and difficulties.

While-watching activities.

These activities are the activities which take place during the video-viewing. They are, for example, the ones listed above, the no-sound, no-picture or jigsaw viewing, they are designed to be held during or right after watching the video. They should be meaningful, relative to the video and activizing and engaging students. To overcome the possible problems that students can encounter during these activities, teachers should recognize and think about that "[i]t is difficult for learners to watch, listen and write simultaneously. Therefore, while-viewing activities should be simple and not take too much attention from the viewing. For instance, learners can answer yes/no questions, categorise lexical items, or count how many times they hear something" (Braddock, 2012, "Teenagers and Video"). Also, teachers should realize that only one viewing of the video might be insufficient, when talking about non-proficient language learners, for a proper continuance and work-flow of the activities. Braddock (2012) adds that "[g]iving the learners several viewings can deepen their understanding. Having gained some familiarity with the video content from the first viewing, learners can deal with more involved tasks on later viewings, such as sequencing events, saying whether statements are true or false or completing gap fills" ("Teenagers and Video"). One has to take into consideration the lenght of the video itself to minimalize the situations of students being overwelmed by the amount of information or tired and demotivated by the lenght itself. Braddock (2012) recommends a way of preventing such situations: "[o]ne method that can be employed during the video is selective use of the pause button. The teacher can pause the video early on to do a quick comprehension check during a natural break in the dialogue or narrative" ("Teenagers and Video").

Post-watching Activities.

After-viewing activities are instrumental towards concluding the while-watching activities, adding to what was the main contents of the lesson, and they are used to remember what the students learned or to measure if the students were active during the previous activities. It is appropriate to make connections between the video and students'

personal experiences: "[q]uestions such as whether they liked the video and whether they have any personal experiences that relate to it are good discussion starters" ("Teenagers and Video", Braddock, 2012). In this stage, teachers can take advantage of the use of some follow-up activities; they can for example ask students to write a video-review, role-playing or further discussion. These activities are also good for closure of a topic.

These stages can be used as a manual for sequencing the activities with the support of the video media in English language classes, because each stage demands particular techniques and tasks. Finding the ways of using video and contemplating about this usage may contribute to the effectivity and quality of the lesson. The proper planning of the sequencing of activities is essential for smooth transition from one activity to another and can add a lot of depth to learning with video.

III. METHODS

This part of my thesis deals with students' reactions to the lesson that I taught with the use of video media, with the support of a handout given to the students. The target and the main task of my research was to find out whether students of secondary schools like learning via the video media and whether the TV show *The Simpsons* is suitable for this learning. My hypothesis was that students would definitely appreciate learning lessons with video and that *The Simpsons* is a great series to motivate them and to uplift the learning process into being more fun. I anticipated that they would be pleased with exchanging the classic lesson with textbooks for something more unusual, dynamic and visual, such as video is.

Firstly, I created the handout (see Appendix A) in which tasks and activities suggested in the theoretical part were taken into the consideration and which was then given to the students in the four lessons I was teaching. Secondly, after completing the tasks and activities, students each received a questionnaire (see Appendix C) in which they were supposed to respond to the lesson they had just went through. These responses are analyzed in the Results and Commentaries chapter.

The lessons (for the handout see Appendinx A) were implemented in June 2013 at The Secondary School of Electrical Engineering in Plzen. I taught four groups of students, all of them in their freshman year of high school, the four-year program, and most of whom were boys, but some of the groups were heteronymous. All of the lessons were 45 minutes long. I was supervized by three teachers, two of whom I knew and one of them was even my teacher when I attended this school. Even though I was being supervized, the teachers gave me the opportunity to teach the lessons completely on my own and thus I could go through the whole process of teaching with video by myself. The first group consisted of nine students, all of them boys. The second group was composed of seven students, four boys and three girls. The third group had also seven students, six boys and one girl and the fourth group consisted of ten students, all boys. The students' age was between 15 and 17 years. I was told by the supervizors that the students are not very motivated and active, hence one of my tasks was to engage them in the lesson and activize them. I took into consideration that the students' language levels ranged between A2 and B2, most of them being B1, according to the Common European Framework of Reference for Languages. The lesson plan was based on the sequences of activities described in the theoretical part of my thesis. I outlined the pre-watching, the while-watching and the post-

watching activities. I chose an extract from the TV show *The Simpsons,* as I assumed it would be an appropriate and suitable extract for the students' age and language level.

The lesson was supported by a handout given to the students. The handout included the pre-watching activity, which was a completions of a list of words presented in the video extract and which I had expected the students to have problems with or inaccurate knowledge about. First, the students went through the list by themselves, having some time to realize whether they knew some of the words. Then, we went throught the list together, I was asking the students to read to words and guess what they meant. If they did not know, I would present them with the English definition of the word and if the meaning still was unclear, I gave them the Czech translation. The handout also contained the while-watching activity with instructions and ativity description. This activity was one of the ones I wrote about in the theoretical part of my thesis – the no-picture video watching technique/activity. The students were presented with an extract of The Simpsons and were supposed to listen to the dialog in the video without seeing the screen. They heard the extract twice. Then, the students were instructed that after the listening part, they should debate in pairs about what they thought had happened in the video extract and what the two characters present in the extract had been doing and talking about. The post-viewing activity was led by a questionnaire made up of five questions, where the students were supposed to choose from three answers, from which only one was correct. The questions in the questionnaire were only oriented around what the students had heard in the extract, using the vocabulary presented in the pre-watching activity. This questionnaire was answered individually and the answers were first checked in pairs and then with the teacher.

The video extract was chosen in the pre-planning stage, when I was searching for the best video for the target group of students. The requirements on the video I determined were suitability for the students' language level and age; the dynamics of the dialog, so that it can be comprehensive for the students, even though seeing it without the picture; and the lenght of the video, because with a too short extract, the students might not be able to orientate themselves in, and an extract which is be too long would be either unfulfilling and tiring or too long to focus on. Thus, I have chosen an extract, which was about 2 minutes long. The selected video extract was mainly dealing with the vocabulary of kitchen, such as some furniture and kitchen tools, as well as with several new verbs and adverbs. The tenses the extract was focused on were the past simple and past continuous.These tenses were used by the students in the discussion and debate activity.

The handout was given to the students at the beginning of the lesson, each students received one. The students were allowed to keep it and to write into it. The second side of the paper was empty, so that they could write their notes down.

IV. RESULTS AND COMMENTARIES

This chapter shows the results of the questionnaire that was given to the four groups of students at the end of each of the lessons at The Secondary School of Electrical Engineering in Plzen. The Results section deals with the results that I presented in graphic organizers together with their descriptions below. The Commentaries section contains my personal opinions, commentaries, suggestions and recommendations for further research and lesson exploiting the same themes and topics and for the video use in ELT in general.

Results

The first-year students at the The Secondary School of Electrical Engineering in Plzen were asked for feedback in the form of filling up the questionnaire in Czech that they obtained at the end of the lesson. The aim of the questionnaire was to find out whether students like to leard with the use of video media and if the TV show *The Simpsons* is a suitable example of such video. I also attempted to discover the students' attitude to the lesson they had just experienced as well as their suggestions for possible changes of the video or the lesson itself.

The target group of students was taken into the consideration during the questionnaire planning and creating (see Appendix C). The questions were written in the Czech language to avoid misunderstandings due to their L2 level; also, because I wanted the results to be relevant, and any misreading of the questions would lead to unclear understanding and thus the irrelevancy of the questionnaire. I gave the students unlimited time for completing the questionnaire, but they were done with it within minutes, because it consisted of seven questions. The questions were based on the level of measurement, they were semi-closed and four-scaled with a multiple choice. The students could choose from four answers (I agree, I more likely agree, I more likely disagree, I disagree). I wanted to avoid the neutral answer (I do not know), because it is irrelevant in the results I needed to obtain. The questions investigated whether the TV show *The Simpsons* is, according to the students, suitable for teaching the English language; whether they enjoyed being taught by this TV show; if they like it when videos are being used in the English lessons; whether they watch videos in English themselves; if they were content with the lesson; and if the tasks were too easy or to difficult for them. There were suggestions (open questions), below 4 of the 7 questions, for the students can add their own opinion about what the question investigated, it was not limited and at the end of the questionnaire, there was a space for the students to add anything they wanted to about the lesson.

The List of the Results Graphs

- ☺ Graph 1 – Suitability of *The Simpsons* for learning English
- ☺ Graph 2 – Appreciating of learning with the TV show
- ☺ Graph 3 - Appreciating of the use of video in lessons
- ☺ Graph 4 – Watching videos in English in students' free time
- ☺ Graph 5 – Appreciation of the lesson
- ☺ Graph 6 – The excessive ease of the activities
- ☺ Graph 7 – The excessive complexity of the activities

Question Number One

Do you find the TV show *The Simpsons* suitable for the English language learning?

Graph 1

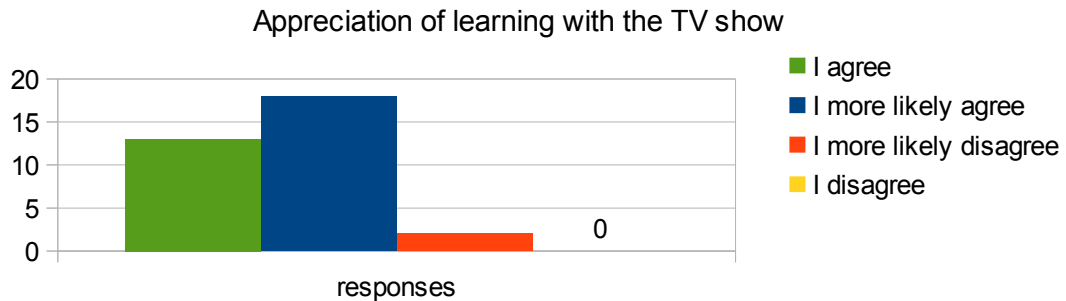### Suitability of The Simpsons for learning English
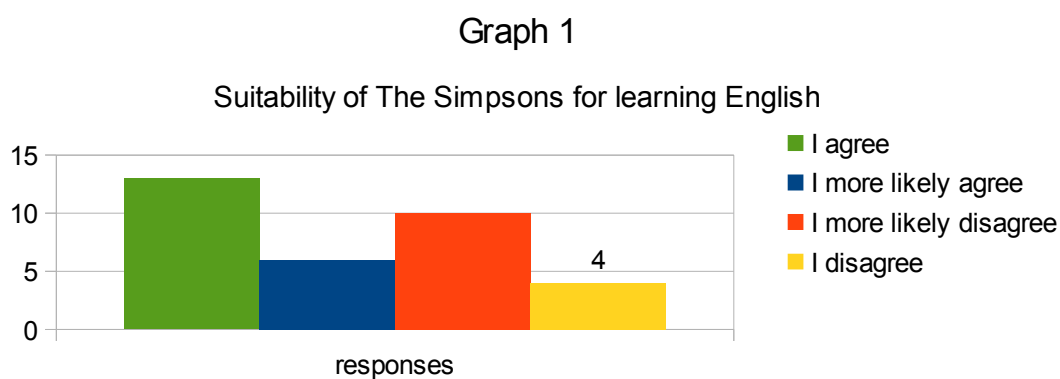
The question number one was based on the level of measurement, whereas a four-point scale of agreement (or disagreement) was given under the question. The question asked students whether they think that the TV show *The Simpsons* is suitable for learning the English language. Thirteen students agreed with the question. Six students said that they more likely agree with the question. Ten students claimed that they more likely disagree with the question and four students disagreed with the question. Overall, there was no strong disagreement with what was asked. The students had the opportunity to say why they agreed/disagreed. One of the students wrote that he/she agreed it is because of the real language, one of the students disagreed and added that the characters' voices were hard to understand.

Question Number Two

Did you like learning with this TV show?

Graph 2

Appreciation of learning with the TV show

The second question was based on the level of measurement, whereas a four-point scale of agreement (or disagreement) was given under the question. It asked the students if they enjoyed the lesson, in which they were learning with the TV show *The Simpsons*. Thirteen of the students agreed, eighteen of the students said that they more likely agree. Only two students answered that they more likely disagree and none of the students completely disagreed with the question. There was more of agreement from the students to this question. Again, the students were allowed to say why they agreed/disagreed. Only one of the students used the opportunity to answer that it was okay.

Question number three

Do you like it when teachers use the video media during English lessons?
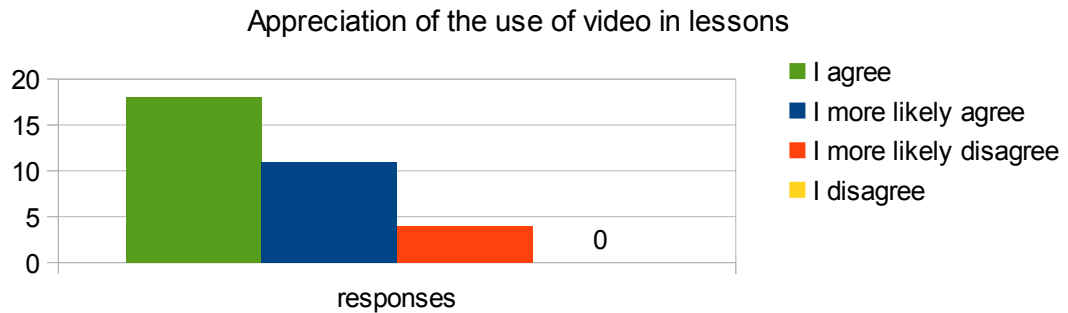
Graph 3

Appreciation of the use of video in lessons

The third question was based on the level of measurement, whereas a four-point scale of agreement (or disagreement) was given under the question. It asked the students if they like lessons, in which the video media is used. Eighteen of the students agreed with the question. Eleven students said that they more likely agree with the question. Four students answered that they more likely disagree and none of the students completely disagreed with the question. There was strong agreement from the students with this question.

Question number four

Do you watch videos (movies, tv shows) in English?

Graph 4
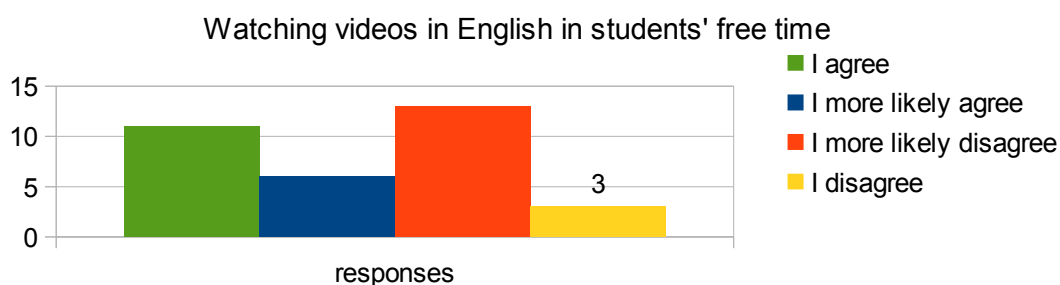
Watching videos in English in students' free time

The fourth question was based on the level of measurement, whereas a four-point scale of agreement (or disagreement) was given under the question. The students were asked whether they themselves watch videos (movies, tv shows etc.) in English. Eleven of the students agreed that they watch English videos, six students said that they more likely agree. Thirteen students answered that they more likely disagree. Three of the students disagreed with the question. There were two main groups of the students – the ones that watch videos in English and the ones that rather do not watch them. If the students agreed, they could write down which TV shows or movies they watch in the English language. Five of the students watch the TV series *How I Met Your Mother* in English, four of the students wrote that they like watching *The Big Bang Theory*. Two of the students watch *Walking Dead,* one student watches *Red Dwarf, Dr. House, Californication, The Game of Thrones, The Friends* and *Sex & the City*. One of the answers was undeciphrable, it said Simpo, from which I undrestood that the answerer meant *The Simpsons*. The most popular TV shows to watch in English among the students were *How I Met Your Mother* and *The Big Bang Theory.*

Question number five

Did you like the lesson?
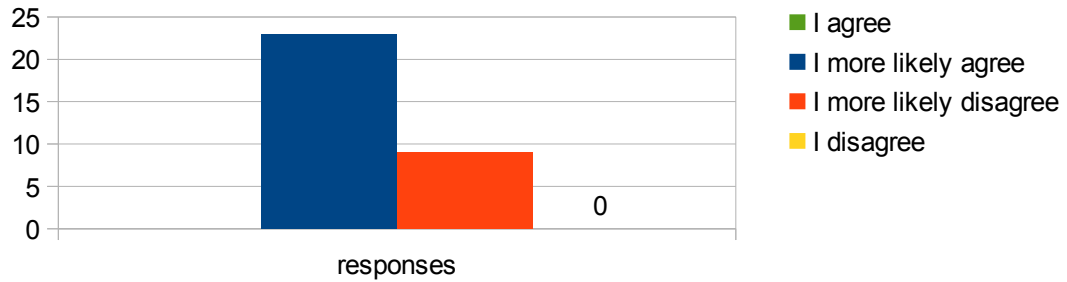
Graph 5

Appreciation of the lesson

The question number one was, again, based on the level of measurement, with a four-point scale of agreement (or disagreement) given under the question. The question asked students whether they liked the lesson. Twenty-four students agreed that they enjoyed the lesson. Eight students said that they more likely agree with the question. One student claimed that he/she more likely disagree with liking the lesson. Overall, there was strong agreement with what was asked. The students had the opportunity to say why they liked/disliked the lesson and whether they would change anything. One of the students wrote that he/she liked the lesson because he/she was not learning. Overall, the students liked the lesson.

Question number six

Were the lesson activities too easy for you?

Graph 6

The excessive ease of the activities

The question number six was based on the level of measurement, with a four-point scale of agreement (or disagreement) under the question. The question asked students whether they found the lesson activities too easy. No students agreed with the question. Twenty-three students more likely agreed that the activities were too easy for them. Nine of the students said that they more likely disagree with the question. None of the students disagreed with the question. One of the students did not circle any answer and wrote that he/she did not know. The lesson was more easy than not to the students.

Question number seven

Were the lesson activities too difficult for you?

Graph 7

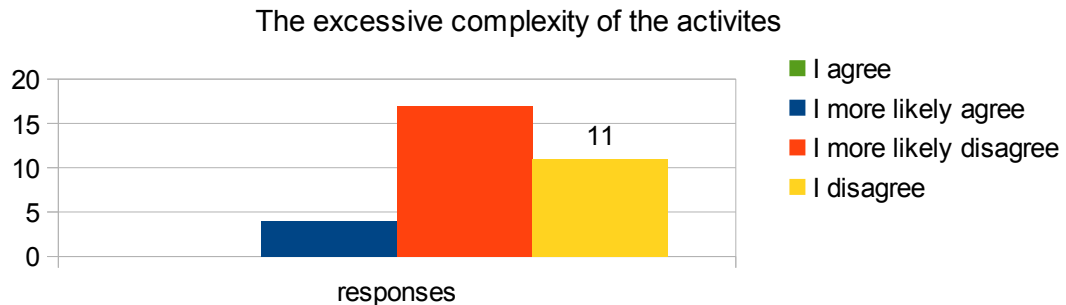### The excessive complexity of the activites

The last of seven questions was based on the level of measurement, whereas a four-point scale of agreement (or disagreement) was given under the question. The students were asked whether the lesson activities were too difficult for them. None of the students agreed with the question and four students more likely agreed. Thirteen of the students agreed, eighteen of the students said that they more likely agree. Seventeen of the students answered that they more likely disagree and eleven of the students completely disagreed with what was asked. There was more of disagreement from the students with this question, that means that most of the students did not find the lesson too difficult for them.

Below the seventh question, there was space for the students' prompts and general opinions about the whole lesson or the questionnaire. Only one student decided to use that space, however, the information given by that student was irrelevant for my work, hence it did not correspond with the theme of my work, nor the lesson or questionnaire itself.

Commentaries

I decided to implemented this method with the youngest students of the four-year-long program at the Secondary School of Electrical Engineering. This was because I only taught older students before and I wanted to see how this method would work on students at their first year of high school studies. However, it was a challenge for me, because I was a little afraid that most of the students would not understand the American English in the *The Simpsons* video extract. On the other hand, I was positive that I have chosen an attractive TV show for teenagers, so that I was not worried that it would be boring or unpleasant to them. I was told by my supervizors that they had realized teaching with video before, so the students were somewhat used to this teaching technique. The students were,

nonetheless, used to watch documentaries or textbook complementary videos, not TV shows or movies.

As for the first question, I wanted to know the students' opinion about the TV show *The Simpsons* being suitable for teaching English because, even though not having methodological background knowledge, I take students' opinions into consideration when planning activities for them. I was not very surprised by the results, however, I expected more students to agree with convenience of this TV show for learning the English language. I was slightly disappointed that only one student answered the open question below, where I wanted to know why did the students find this TV show acceptable for learning. Moreover, the answer was not positive with the question, it said that the dialog of the characters was hard to comprehend. This was expectable, and I was staggered that it was not understandable to only one student. Maybe, the other ones were ashamed to answer the same, maybe the rest of the students found the characters' voices perspicuous.

Answers to the second question, whether they liked learning with this TV show, surprised me in a very pleasant way, because I was not predicting the students to be so much agreeable. I was expecting the results to be somewhere around 20-50% of agreement, but they were obviously higher. This means that using this TV show for teaching students, if employed effectively, can be greatly appreciated by them. I was even more glad that no one answered that they did not like learning with this TV show at all.

The third question, asking students if they like it when teachers use the video media in the English language lessons, had no surprising results to me. I anticipated that the students would enjoy learning with the video media, as many of them enjoy watching videos in their leisure time. Several students disagreed, which was predictable, because not everyone likes video and not everyone wants to be taught with it.

The question number four was the most interesting one for me, and thus I was looking forward to reading the results. First, I was a little bit surprised by how many students watch videos in the English language, but then I realized that this language is used almost everywhere and some videos are unable to be found in the students' L1. I was also glad that many of the students answered the open question below the multiple-choice. They wrote the TV shows they watch in English and most of them I expected students to know or watch, even if only in the Czech language. The most watched turned out to be the TV shows *How I Met Your Mother* and *The Big Bang Theory*, which I now consider to be highly attractive to students and I will definitely think about teaching with the use of these series.

As for the fifth question, it was the most appealing one to me as a teacher, for the students were answering whether they liked the lesson. It was not only about the video and techniques used, but also about my teaching skills, the creation and presentation of the activities. The responses were very positive, most students liked the lesson, a few of them were more likely to like the lesson and only one of them was more likely to dislike the lesson. None of the students dislike the lesson. I was very pleasantly surprised by the results and if it being the consequence of the video used, the activities and techniques applied, my teaching skills or everything altogether, it was a substantive and astonishing surprise to me.

The sixth question dealt with the simplicity and ease of the activities implemented in the lesson. By the aswers and responses I was not surprised at all. I planned the activities to be reasonably easy, for I did not know the students, their language level and skills, nor did I know their knowledge. Thus, I decided for activities of a more elementary character. About two thirds of the students found the activities easy or too easy, one third thought they were not too easy for them. This was approximately what I was expecting the results to be.

The last of the questions, asking students whether they thought that the activities were too difficult, was more of a verification of the previous question, therefore I was very surprised about the results. Most students thought that the activities were not too hard, none of them agreed with the question.

The one thing, that I found out because of the last open space for students to add something, was that one of the students was very interested in fotball and thus showing students sport videos might be an excellent way of using the video media in ELT. As for the commentary to the lessons themselves, it substantiated that many students are gladsome and enthusiastic about the use of video media in the English language lessons, it also verified my assuptions that they very much enjoy TV shows. The students communicated well both with me and with one another. When they saw the video screen, the class atmosphere raipidly raised into being much more positive. It was obvious, that the students were happy to exchange learning with textbooks and exercises for something more dynamic, colorful and alive. Overall, teaching these lessons with video was a great and fulfilling experience to me. I can say that I will definitely be using the video media in my further teaching.

V. IMPLICATIONS

This section consists of three parts. In the first part, I suggest and recommend implications for other teachers that will choose to use the video media in English language teaching and I also provide them with advice that is relative to the previous chapter and arises from my experience in the video media usage. The second part deals with the limitations and weaknesses of the process of my research and the teaching experience. In the last part, I make some suggestions for further research and the improvements of my own research.

Implications for Teaching

As it accrues from the research, students proved that they were engaged and interested in learning the English language via the video media. The research showed that the idea of using video for teaching was a pleasant experience for the students and thus teachers should not be afraid of using it for teaching at high schools. There are many ways and techniques for this usage and teachers can experiment with various activities implying the video media. Nevertheless, I give them several suggestions that they should take into consideration before they decide to employ this media in their ELT classes.

Before starting to apply this media in class, teachers should contemplate and think about several things. First, an essential thing for a video-using lesson is selecting the right and appropriate types of video. There is a wide range of videos across the Internet, but not all of them are suitable for the English language teaching, or, let us say, for being used in the school enironments in general. Teachers should be aware that some of the videos might contain inappropriate content for students, in the ways of inconvenient words or scenes. Furthermore, even when the chosen video is considered to be appropriate and acceptable for academic or school applications, teachers should weight up whether it is convenient for the target group of students. We should think over the age of the students, their L2 level, the psychical, mental and social maturity, their interests and motivation factors, the homogeneity or heterogeneity of the group, their background knowledge, their social environments and so forth. Teachers also have to consider the techical equipment that is provided by the particular school or classroom the teaching is realized at. The technical equipment is an essential need for applying the video media usage techniques and activities. Moreover, they should think through their own skills, possibilities and competencies as teachers and also their life-long education in reference to the technical changes and progress.

Limitations of the Research

The main limitations and weaknesses of my research included the number of students I taught and thus the number of respondents for my research results. Therefore the results must not be overgeneralized, because to be more objective, there would have to be many more respondents from more classes, schools, even towns and countries.

Another limitation I perceived was the unknown knowledge of the students' background in relation to their L2 level, needs and interests, skills, abilities and background knowledge. Thus the results can be applied only to the target group, which was the root, originator and generator of my research. Therefore it can be different and it can vary in the sense of other, above mentioned aspects and factors. Moreover, if I was not limited by these factors, I would make the activities more challenging, for they turned out to be too easy for the students. If I could, I would create more activities or used some other techniques described in the theoretical part of my thesis. It would be also helpful to teach video lessons in more classes, more various groups of students, especially agewise, so that I could try how different target groups with different language levels and age respond to the video activities.

Furthermore, I was limited by the number of lessons I was allowed and able to conduct, because the lessons took place in June, when most of the students were gone on excurstions, field trips, or they had already passed their final exams or were in the process of writing their final theses.

Suggestions for Further Research

As for changes I would apply after the received experience and the results, I would probably ask the students more questions in the questionnaire. For example, I would ask them in more detail about the particular activities they went through during the lesson, because I contemplate that it would bring more depth to both my research and preparation for further teaching with the video media. I would also beware of voluntary specifications below the multiple-choice questions and I would make it obligatory, so that I could elicit more valuable and specific information from the students. I would also deepen the question, in which I asked the students whether they watch videos in English, in order to get closer to the gaining their attitude to the reason for watching it. Whether they watch it just for entertainment or to enrich their language skills and vocabulary. I would also add some of the open questions without the multiple-choice as a part of the particular question.

I would also advise the further researchers to extend this research to a higher number of students and to find out the interests of the students before implying the lesson in use. Due to the previously learned theory I would make the research questions in the

questionnaire into statements rather than proper questions, so that problems with analyzing the responses would not occur. It turned out that statements would be easier to work with in the sense of measuring the data from the questionnaire. For example, the question number one 'Do you find the TV show *The Simpsons* suitable for the English language learning?' would be changed to 'I find the TV show *The Simpsons* suitable for the English language learning'.

VI. CONCLUSION

The thesis describes, overall, the idea and problematics of teaching English language with the use of video media. It consists of two parts – the theoretical and the practical part. In the theoretical part, I described and distinguished the terms of video, movie and TV show. Furthermore, in this part, the main questions that can be asked by teachers who want to use the video media in English language teaching are explored, analyzed and answered. These questions were Why to use videos in ELT?, What videos to use?, For Whom to use the videos? When to use videos? and most importantly How to use the video media in English language teaching?. This part also gives teachers theoretical suggestions for activities and techniques that can be used when teaching with the video media.

In the practical part of the thesis, I dealt with the research, which was realized at the Secondary School of Electrical Engineering in Pilsen. This part provides the method that was used for this realization and its results based on a questionnaire given to the students. I taught four lessons with four different groups of students. As a support a handout was used. The results showed that the students were engaged and interested in learning English with the use of video media and that they themselves enjoy watching videos in the L2. After that, recommendations for teachers based on results, limitations of the research and suggestions for further possible research were added to the following chapter.

The outcomes of the results show the students' opinions and responses on the lessons taught with the usage of the video media. It turned out that students really like being taught with the video media and the outcomes give us many suggestions for both the further research and planning a video-activities based lessons. It also show us that teachers should take into the consideration students' age, language level, needs and interests, their skills and knowledge etc. before incorporating the video media in their lessons. It also recommends what teachers should be careful about and it gives some ideas about what to think about when choosing a video for an English lesson.

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APPENDIX A

Learning with The Simpsons

The Cranberry Sauce

<u>Vocabulary</u> (the kitchen);

(pre-viewing activity)

cranberry sauce
to be in the way
a can opener
a drawer
the top shelf
the bottom shelf
a cupboard
a refrigerator
to work
to be broken
a counter
to end up
a lot
a little
not at all

<u>Video with no picture & Discussion</u> (past simple, past continuous);

(while-viewing activity)

You will hear an extract from one of The Simpsons episodes, but you won't see the picture.

Your task is to discuss in pairs **what happened** and **what you think the characters (Marge and Bart) were doing.**

<u>Questionnaire</u> (post-viewing activity)

1. What's the first thing that Marge tells Bart?
  a) That he needs to help her with something
  b) That he needs to stop eating
  c)That he's in the way

2. Where's the can of cranberry sauce?
  a) On the top shelf of the cupboard
  b) In the cupboard, on the bottom shelf
  c) In the refrigerator

3. Bart says that the can opener _____.
   a) doesn't work
   b) is not broken
   c) is from a cheap store

4. What **doesn't** Bart do at the end?
   a) Leave the cranberry sauce on the counter
   b) Put the cranberry sauce in the refrigerator
   c) Leave the kitchen

5. Bart ends up _____.
   a) helping his mother a lot
   b) helping his mother a little
   c) not really helping his mother at all

Questionnaire

1. Do you find the TV show *The Simpsons* suitable for the English language learning?

a) I agree

b) I more likely agree

c) I more likely disagree

d) I disagree

It you want to, write here why:

2. Did you like learning with this TV show?

a) I agree

b) I more likely agree

c) I more likely disagree

d) I disagree

If you want to, write here why:

3. Do you like it when teachers use the video media during English lessons?

a) I agree

b) I more likely agree

c) I more likely disagree

d) I disagree

4. Do you watch videos (movies, TV shows) in English?

a) I agree

b) I more likely agree

c) I more likely disagree

d) I disagree

If you want to, you can write here which movies, TV shows etc. you watch In English and why:

5. Did you like the lesson?

a) I agree

b) I more likely agree

c) I more likely disagree

d) I disagree

If you want to, you can write here why you liked or disliked the lesson, eventually what you would change about it:

6. Were the lesson activities too easy for you?

a) I agree

b) I more likely agree

c) I more likely disagree

d) I disagree

7. Were the lesson activities too difficult for you?

a) I agree

b) I more likely agree

c) I more likely disagree

d) I disagree

If you want to add something, write it here:

APPENDIX C

Dotazník

2. Považuješ seriál Simpsonovi (The Simpsons) za vhodný k výuce anglického jazyka?

a) ano

b) spíše ano

c) spíše ne

d) ne

pokud chceš, napiš proč si to myslíš:

2. Líbilo se ti učit se prostřednictvím tohoto seriálu?

a) ano

b) spíše ano

c) spíše ne

d) ne

pokud chceš, napiš proč:

3. Vyhovuje ti, když učitelé používají v hodině angličtiny videa?

a) ano

b) spíše ano

c) spíše ne

d) ne

4. Díváš se na videa (filmy, seriály) v angličtině?

a) ano

b) spíše ano

c) spíše ne

d) ne

pokud chceš, napiš na jaké filmy, seriály atd. v angličtině se díváš a proč:

5. Líbila se ti tato vyučovací hodina?

a) ano

b) spíše ano

c) spíše ne

d) ne

pokud chceš, napiš proč se ti líbila/nelíbila, případně co bys změnil/a:

6. Přišly ti aktivity, které se v hodině dělaly, moc jednoduché?

a) ano

b) spíše ano

c) spíše ne

d) ne

7. Přišly ti aktivity, které se v hodině dělaly, moc obtížné?

a) ano

b) spíše ano

c) spíše ne

d) ne

Pokud chceš něco dodat, můžeš tady:

APPENDIX D

Howard Gardner's multiple intelligences theory

(an extract from the article 'Howard Gardner, Multiple Intelligences and Education')

Howard Gardner viewed intelligence as 'the capacity to solve problems or to fashion products that are valued in one or more cultural setting' (Gardner & Hatch, 1989). He reviewed the literature using eight criteria or 'signs' of an intelligence:

Potential isolation by brain damage.The existence of idiots savants, prodigies and other exceptional individuals.

An identifiable core operation or set of operations.

A distinctive development history, along with a definable set of 'end-state' performances.

An evolutionary history and evolutionary plausibility.

Support from experimental psychological tasks.

Support from psychometric findings.

Susceptibility to encoding in a symbol system. (Howard Gardner 1983: 62-69)

Candidates for the title 'an intelligence' had to satisfy a range of these criteria and must include, as a prerequisite, the ability to resolve 'genuine problems or difficulties' (*ibid*.: 60) within certain cultural settings. Making judgements about this was, however, 'reminiscent more of an artistic judgement than of a scientific assessment' (*ibid*.: 62).

Howard Gardner initially formulated a list of seven intelligences. His listing was provisional. The first two have been typically valued in schools; the next three are usually associated with the arts; and the final two are what Howard Gardner called 'personal intelligences' (Gardner 1999: 41-43).

Linguistic intelligence involves sensitivity to spoken and written language, the ability to learn languages, and the capacity to use language to accomplish certain goals. This intelligence includes the ability to effectively use language to express oneself rhetorically or poetically; and language as a means to remember information. Writers, poets, lawyers

and speakers are among those that Howard Gardner sees as having high linguistic intelligence.

Logical-mathematical intelligence consists of the capacity to analyze problems logically, carry out mathematical operations, and investigate issues scientifically. In Howard Gardner's words, it entails the ability to detect patterns, reason deductively and think logically. This intelligence is most often associated with scientific and mathematical thinking.

Musical intelligence involves skill in the performance, composition, and appreciation of musical patterns. It encompasses the capacity to recognize and compose musical pitches, tones, and rhythms. According to Howard Gardner musical intelligence runs in an almost structural parallel to linguistic intelligence.

Bodily-kinesthetic intelligence entails the potential of using one's whole body or parts of the body to solve problems. It is the ability to use mental abilities to coordinate bodily movements. Howard Gardner sees mental and physical activity as related.

Spatial intelligence involves the potential to recognize and use the patterns of wide space and more confined areas.

Interpersonal intelligence is concerned with the capacity to understand the intentions, motivations and desires of other people. It allows people to work effectively with others. Educators, salespeople, religious and political leaders and counsellors all need a well-developed interpersonal intelligence.

Intrapersonal intelligence entails the capacity to understand oneself, to appreciate one's feelings, fears and motivations. In Howard Gardner's view it involves having an effective working model of ourselves, and to be able to use such information to regulate our lives.

APPENDIX E

The Cisco Study on 'The Impact of Broadcast and Streaming Video in Education'

This meta-study, based on more than 80 sources of research, outlines the advantages of broadcast and streaming video as an effective tool for accelerating learning in the 21st century. Sponsored by Cisco Systems, the paper describes the impact of these video technologies in improving high-quality learning, and shares best practices.

To read the study see http://www.cisco.com/web/strategy/docs/education/ciscovideowp.pdf

SHRNUTÍ

Tato diplomová práce se zabývá problematikou použití videa ve výuce anglického jazyka. V teoretické části jsou vysvětleny a rozlišeny pojmy videa, filmu a televizního seriálu. V této části tato diplomová práce zkoumá, analyzuje a odpovídá na hlavní otázky, které mohou být případně vzneseny učiteli, jež chtějí toto médium použít. Těmito otázkami jsou: proč používat video ve výuce anglického jazyka, jaká videa používat, pro koho tato videa používat, kdy tato videa používat a v neposlední řadě jak toto médium při výuce anglického jazyka použít. Praktická část této práce pojednává o výzkumu, který byl realizován na Vyšší odborné škole a Střední průmyslové škole elektrotechnické v Plzni. Zde byly s podporou podkladu pro studenty odučeny čtyři hodiny ve čtyřech různých třídách. Výsledky tohoto výzkumu jsou založeny na odpovědích dotazníku, který studenti dostali a který ukázal, že mají zájem o učení se anglickému jazyku prostřednictvím videa a že sami ve svém volném čase skrze toto médium v anglickém jazyce sledují různé pořady.