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VYUŽITÍ KRÁTKÝCH VIDEÍ VE VÝUCE ANGLICKÉHO JAZYKA

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Thesis

USING SHORT VIDEO CLIPS IN ENGLISH LANGUAGE TEACHING

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V Plzni dne 30. června 2015   …………………………….

                                                                        Lucie Marková

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ABSTRACT

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The thesis concerns itself with using short video clips in teaching English language. It provides an answer to the question why the videos are regarded as an engaging element, and can be seen as a powerful teaching tool in the world of advancing technology. Additionally, it analyzes individual skills that can be developed by using short videos in lessons and specifies characteristics of adult learners in comparison to other age categories. The associated research was carried out through questionnaires during a piloting of an online educational program and its consequent evaluation. The main objective of the study was to determine which of the tested activities, focused on different skills, were found the most useful and the most enjoyable from the perspective of an adult language student. The results yielded interesting findings that evaluated activities do not differ significantly with respect to the monitored elements. Based on the presented results, it may be concluded that the determining factors are the diversity of the related activities, their shuffle and the focus on individual skills.

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I. INTRODUCTION

Each time period brings along its specifics. Technology has gradually become an inseparable part of our present life. Many aspects of each day are somehow affected by the latest technological developments. We are woken up by an insisting digital alarm clock, we spend most of the working hours in front of a computer screen while speaking on the phone, texting, or chatting. On the way home, we listen to an MP3 player, read an e-book or surf the Internet on our smartphone. In the evening we meet friends on social networks or use various apps on a tablet. Inevitably, such extensive burst of technology must have an impact on education as well. One of the outstanding features of present time that the advanced technology has to offer to teachers are the seemingly unlimited sources. Using short video clips in English language teaching is a one of the options and when used effectively, it may represent a diverse teaching tool. This thesis explores the practical implications of using videos in lessons.

The first part of the thesis, the Theoretical Background chapter introduces the theoretical foundation for the research. It provides an answer to the question, why short video clips can be regarded as an advantageous teaching tool. It also tackles its possible deficiencies that a teacher may encounters. The thesis further describes the skills of listening, reading, speaking and writing developed by using videos. The end of the thesis focuses on adult learners and their characteristics in comparison to younger students.

In the next chapter, methodology how the actual research was conducted is described. It comprises of three parts. The purpose of the research and its background information are introduced in the first part. The second part reveals comprehensive information about the participants of the research, and the last part specifies methods that were used for data collection.

The final part of the thesis provides a detailed analysis of the results acquired within the research. Respondents' answers to the survey questions are compared and interpreted. It further presents commentaries referring to the results. Additionally, implications resulting from the research are introduced. Last but not least, limitation of the research and suggestions for further study are briefly proposed.

II. THEORETICAL BACKGROUND

In the theoretical part, background information referring to the topic of using short video clips in English language teaching is provided. This chapter comprises of three parts. The first part introduces video as an indispensable tool of the present teaching process and its possible challenges in the use. The objective of the second part is to describe the skills which are developed by using videos in a class. A number of corresponding activities developing those skills are also provided in this section. The last part focuses on learners, adult learners in particular, since the research part of my thesis is aimed at them.

Video, the teaching medium

Technology happens to be increasingly important in our personal lives as well as in our professions. The enormous and rapid development of technology naturally suggests itself to be used also in teaching and learning. Technology is gradually becoming an inherent part of the teaching process in terms of accessible equipment, which can be used in classes. Together with the Internet, it represents countless sources that are at immediate disposal. Technology is, in fact, becoming such a frequent tool, Ur (2012) on that account has suggested: "Computers, in their various forms, with a wide range of software and access to the Internet, are, in many teaching contexts, taken for granted, in much the same way as the black- or whiteboard is" (p. 212). In this course, the use of videos comes into question as a natural option.

The word 'video' may have different meanings in teaching a language. Lonergan (1984) clarifies one meaning of the term: "For some, it means no more than replaying television programmes on a video recorder, for viewing in class or private study" (p. 1), and directly adds what else is understood by that term: "For others, it implies the use of a video camera in class to record and play back to learners their activities and achievements in a foreign language" (p. 1). Playing or recording a sequence could be considered as the main differentiation of the word 'video' from the point of view of that time, which could still be applicable to these days; however, with different technology employed. Computers, DVD players, tablets, data projectors, cell phones, etc. are nowadays used instead of a video recorder.

Developing technology provides the form of a video, which is constantly being refined and upgraded, but what makes the video such a highly effective teaching medium? According to Cooper, Lavery and Rinvolucri (1991): "Video is a supercharged medium of communication and powerful vehicle of information" (p. 11) and the assertion is further explained: "It is packed with messages, images, and ambiguity, and so represents a rich terrain to be worked and reworked in the language learning classroom" (p. 11). I further examine this statement step by step using the reference of Stempleski and Tomalin (1990) who see the potential of videos through motivation, communication, non-verbal aspects of communication, and through cross-cultural comparison (p. 3-4). In my opinion, the 'terrain' could be referred to the video material as such, 'messages and images' may represent the verbal and non-verbal communication, and the 'ambiguity' can be regarded as the cross-cultural comparison. Motivation then could be considered as something that activates the 'powerful vehicle'. To make the list of reasons, why to use videos in lesson, complete, I also include the fact that they furnish students with authentic language; and technical features of videos because they play a significant role when being used.

Motivation

It is facts of common knowledge that motivation is the crucial element in setting one´s objectives and consequently achieving those objectives. It is the reason why we want to do things that we do. It is also the principal precondition of learning. How is then motivation connected to using videos in teaching languages? Stempleski and Tomalin (1990) claim that learners of all ages become immediately interested when they can experience the language in a lively way that a video or TV offer. Of all the other teaching media, video, comprising of the combination of moving pictures and sound, is the most comprehensive and realistic one, and it is therefore compared to the real-life sequence experience. They also suggest that video can additionally make students experience lives of others (p. 3). Such are the moments when the motivation is alerted. However, there are certain drawbacks teachers must be aware of, as Lonergan (1984) indicates. He claims that the vast majority of learners are used to watching TV or videos at home and they do so for the purpose of entertainment and relaxation, thus they are happy to remain passive viewers (p. 4-5). Such tendency must be by all means avoided in a classroom and it is up to the language teacher to fully exploit the power of the video.

Communication and non-verbal aspects of communication

The aspect of communication predominates in most videos, whether verbal or non-verbal. Tomalin (1986) states: "TV offers visual and audio clues to meaning. The learner doesn´t just hear the language but sees the context in which it is used" (p.1). Lonergan (1984) adds that the language learners can recognize a number of other factors in communication, e.g. they can hear participants of the sequence. They can also see them, their age, sex, their relationships, social status, how they are dressed and how they feel and what they are doing. The setting also enables the viewers to analyze information, such as the place of the action and whether the situation is formal or informal (p. 4).

Similar knowledge and, furthermore, non-verbal aspects of communication such as facial expressions, gestures, postures, or paralinguistic features become valuable sources that can be easily and creatively used in language teaching. So, not only can the communication, meaning the content language of the video sequence, be used in related activities and practiced as the targeted language. The previously mentioned additional information can also be used as an input or initiative for starting up communication or for its further development in a classroom. As Tomalin (1986) suggests: "It is like bringing the outside world into the classroom. It gives the class and the teacher something to talk about, beyond the confines of the classroom" (p. 1-2).

Cross-cultural comparison

The element of culture is what videos have in common, yet it is also the reason why they differ so much, as they originate from all over the world. Besides the language content, it is also that very element that gives videos the immense potential to be effectively employed in a lesson. Sherman (2003) compares video to a window on English language culture and summarizes the interconnection of videos and culture in a simple way: "It also shows how people live and think and behave" (p. 2).

From that point of view videos provide a great source both for learners to gain cultural awareness, and for teachers to exploit cultural education and the possibility of cross-cultural comparison in lessons. Stempleski and Tomalin (1990) specify activities enhancing cultural awareness as activities aimed at examining the influences of culture in the sequence, whereas activities, developing cross-cultural comparison as those comparing

the culture of the mother tongue with the target culture. They further explain: "Observing differences in cultural behavior in not only suitable training for operating successfully in an alien community. It is also a rich resource for communication in the language classroom" (p. 4).

To sum up, in the days of globalization and migration, where the English language has become an international language and it is no longer represented exclusively by cultures of English native speakers, videos with their cultural diversity have become an indispensable source for harnessing such potential.

Authentic language

Videos come from countless number of different sources and in numerous forms and genres, such as short sequences from feature films, short films, sitcoms, documentaries, plays, TV-news, talk shows, YouTube videos, commercials, songs, etc. They can be considered authentic sources since they are originally designed for other purposes than to be used for teaching. The visual dimension gives videos even broader sense of authenticity compared to e.g. listening recordings. As Sherman (2003) explains: "Authentic video provides a vast up-to-date linguistic resource of accents, vocabulary, grammar and syntax, and all kinds of discourse, which shows us language in most of its uses and contexts-something neither course book nor classroom can do" (p. 2).

Technical features

Advancing technology provides an increasing number of technical features that facilitate the use of videos in lessons. Some of the basic and most useful ones, however, remain to be as follows: videos can be played over and over again, they can be paused, and the sound can be turned off.

The list is a way more comprehensive, nevertheless. Scrivener (2005) lists other possibilities: teacher can accurately jump to a specific moment, small sections can be replayed with precision, subtitles in English - or other languages – can be seen on screen, there is a fast-play or fast-rewind facility that allows teacher to watch the images while he/she winds, a single image can be paused more clearly, feature of isolated sound cues and music is available, and there is also bonus supplementary materials provided on DVD discs which are an excellent source for students (p. 351-352). Such features allow students

multiple possibilities of work: to view even the authentic material several times, to analyze its content when freezing individual images, using either descriptive language or communicative approach, to predict language content of a video with the sound off, or to predict the story after the video is stopped and so on.

Furthermore, other sophisticated features are available, e.g. Tomalin (1986) uses example of those that allow running a sequence in slow motion or at half speed (p. 4). Stempleski and Tomalin (1990) further specify that some devices including microphone allow recording another soundtrack to replace the original one (p. 146) which enables student e.g. to dub sequences with their own voices.

Last but not least, there is the remote control allowing teachers move freely around the classroom while operating the device. As we can see, the range of technical features makes using videos in language teaching not only a practical and convenient tool that can provide e.g. interesting discussion matter but a rather flexible one as well, even for the less technologically minded teachers. The possible drawbacks are discussed further.

Challenges of using videos

All methods, as well as tools used within the methods, face occasional challenges. Without challenges, there would not be any progress. The most basic issues related to using videos in language teaching are specified. First, there are teachers who are not comfortable using technology, particularly the recently launched one. Allan (1985) explains such teachers are mistrustful or anxious because of their previous bad experience with technology. He suggests two possibilities how to overcome their fears: to have someone experienced around they can rely on in case of difficulties; and to spend enough time to get familiar with the technology and the material to be used with it (p. 46). Talking about technology, problems always may occur with technology as such. Allan (1985) refers to this problem: "The problem with new technology is that the hardware is always ahead of the software. And without the right materials it is difficult to exploit the resource to the full" (p. 47). In my opinion, the situation has improved considerably, and the problem prevailing these days is rather teachers not being able to keep up with the fast advancing technology and its new features and consequently, not being able to use them. Additionally, an obvious challenge using videos in lessons is the preparation time. As Allan (1985) indicates, in order to use a video sequence effectively, a teacher must prepare

it well. He/she must view it several times beforehand to see its possibilities and to decide how to exploit the material (p. 47). Based on my own experience, the most time-consuming aspect referring to the preparation time is finding the right material. In other words, looking for a video sequence suitable for students´ proficiency level and the targeted language can take literally hours. Furthermore, as mentioned earlier, it is necessary to overcome the students´ habit of watching e.g. TV or DVD passively. Allan (1985) emphasizes the importance of clearly stating the purpose of using videos in a lesson to students: "The guiding principle is that our minds are more active when we view with a purpose. And we have that purpose if we know in advance that we are looking for the answers to certain questions, or that we will be asked to carry out certain tasks as a result of viewing" (p. 46). In conclusion, all mentioned issues can be easily overcome when teachers are aware of them and when they take required action.

Skills developed by using videos

Indisputably, using videos develops all four skills: listening, reading, speaking and writing. Different sequences can be used for different purposes. It is, however, the related activity that defines which skill is being practiced. Even though more skills frequently overlap within one activity, there is one that predominates. Similarly, Brown (2001) suggests: "Always remember the ever-present relationship among all four skills and the necessity in authentic, interactive classes to integrate these skills even as you focus on the specifics of one skill area"(p. 260).

In the conducted research students were asked to test and consequently review a number of activities focused on different skills that were divided into three groups: the first group involved activities aimed at listening and comprehension; the second group contained activities targeted on vocabulary use; and finally, the third group consisted of activities fostering oral and/or written language production. The most plentiful group was represented by activities, developing listening skills and comprehension; therefore I present specification of these skills first.

Listening

Listening is a receptive skill immensely interconnected with the productive skill of speaking and one usually depends on the other. However, there seems to be a profound

emphasis on developing primarily speaking competence. Nation & Newton (2009) claim: "We often take the importance of listening for granted, and it is arguably the least understood and most overlooked of the four skills (L,S, R and W) in the language classroom" (p. 37). Brown (2001) objects that such tendency has been changing and reinforces the importance of listening in language learning: "Through reception, we internalize linguistic information without which we could not produce language. In classrooms, students always do more listening than speaking. Listening competence is universally 'larger' than speaking competence" (p. 247). In other words, practicing listening is a crucial element in the students´ learning process because for example, a student cannot produce an answer if he/she does not understand the question in the first place.

As we can see, the importance of developing listening skill is obvious. The next principal issue is, however, how to accomplish this goal. Despite the immense complexity of listening, the simplified answer is: to employ such kind of listening exercises in teaching that can provide the most relevant and effective practice in learning the language. More explanatory, basic aspects of listening practice are further specified.

First, Nation & Newton (2009) initially distinguish two kinds of listening processes that a teacher must be aware of when teaching listening: the bottom-up and the top-down processes. Listeners use the bottom-up processes to build up a message from the parts to the whole, taking the piece-by-piece information from the speech stream. Whereas the top-down processes require listeners to go the other way round – from the whole to the parts. They use their prior knowledge and schemata of the communicated content to predict the message (p. 40).

Secondly, Brown (2001) looks into another important element, which is the input of listening, and clarifies that it is mainly the comprehensible input within the activity that is crucial, moreover, what is transferred by a student from such input into an intake, irrespective of the range or number of activities a student is engaged in. He refers to the intake as the part of input, which the student actually stores in his/her competence (p. 248).

Additionally, Ur (1984) considers the importance of a task. She believes listening exercises are the most effective, once a task is involved. The students can show what they have understood when they are asked to complete a task in response to what they have

heard (p.25). Ur (2012) further lists features of successful listening tasks and refers to problems of teaching listening. When designing a listening task, she accentuates the following factors:

- Expectations of a student, i.e. his/her initial idea of the recording he/she is going to listen to, which imitates the reality of listening situations and facilitates understanding. A purpose that should be given to a student, e.g. a task which results in clear response.
- Selective listening, i.e. listening out for needed information and ignore irrelevant parts, as trying to understand every single word is considered highly ineffective.
- Ongoing listener response, which is a part of a task that requires a student to respond to a particular information as soon as he/she hears it, not at the end.
- Interest, in other words, the task itself should be interesting to do (p. 106-107).

Ur also lists the following issues as problematic: language in audio-recordings contain formal, carefully enunciated language; students are asked to read aloud written texts and later answer written comprehension questions; tasks don´t provide any advance information about the text or listening purposes; and students are required to understand everything in the text (p. 101).

As we can see, listening practice is a very complex matter and it is certainly not easy to encompass all issues when using it in a lesson, however, following the main principles, the individual stages of listening exercises, and taking into account other important factors, it is a feasible task. There is a comprehensive number of activities or techniques developing listening skills, therefore only the main sorts are briefly introduced. Apart from the activities employing the top-down and bottom-up processes, Ur (2012) uses a distinct division. She classifies the activities according to the amount and complexity of required response into: no-overt response activities; short response activities; the activities requiring longer responses and those where extended responses are demanded (p. 109). Brown (2001) refers to the techniques as kinds of listening performances and differentiates them as follows. Reactive listening is referred to mainly as choral or individual drills focusing on pronunciation. Intensive listening performances

represent techniques aimed at listening out for certain elements of spoken language. Such techniques include the bottom-up skills. Responsive performance relates to techniques when students are listening to teacher talk and are immediately processing it in order to form an appropriate response. Selective performance are represented by techniques that ask students to scan a longer stretch of discourse for certain information rather than to look for a general meaning. It differs from intensive listening in the length of the discourse which tends to be relatively long. Extensive performance, which, unlike intensive listening techniques, is focused on developing top-down processes and general understanding of spoken language. Finally, interactive listening including all five performances of the above types, during which learners actively participate and their performance is integrated with speaking skills (p. 255-258).

From the extensive number of activities, the following activities were selected for the further presented research, namely: Answer the Question, Put in Order, True or False, Word Recognition, and Find the Pairs.

Reading

The second of the receptive skills is reading. Brown (2001) explains that we are daily surrounded by texts that give us all kinds of impressions and arouses a range of feelings in us. He also indicates that a literate society depends on the ability to read (p. 298). Therefore, reading, as one of the four skills, should also be treated with an equal importance.

Despite considerable differences between listening and reading, the same classroom procedures could be applied to both. Scrivener (2005) recognizes the difference and implies: ''The most obvious differences are to do with the fact that people read at different speeds and in different ways. In a reading activity, individuals can control the speed they work at and what they are looking at'' (p. 184).

Activities enhancing reading skills are classified in different ways. Some authors distinguish extensive and intensive reading; others refer to top-down and bottom-up processes; and the others limit themselves only to scanning and skimming. With extensive reading, students are often exposed to long interesting texts of their choice, which they mainly read for pleasure. It is sometimes referred to as 'silent reading' aimed at fluency.

Scrivener (2005) implies that extensive reading is something we do more in everyday life and he further elaborates the description: "It is a fluent, faster reading, often of longer texts, for pleasure, entertainment and general understanding, but without such careful attention to the details" (p. 188). Intensive reading, on the other hand, refers to texts, which are mostly selected by teachers. Harmer (2007) describes characteristics of intensive reading: "It is designed to enable students to develop specific receptive skills such as reading for gist (or general understanding – often called skimming), reading for specific information (often called scanning), reading for detailed comprehension or reading for inference and attitude" (p. 283). Next, bottom-up and top-down processes are mentioned, however, since both processes accords with the same principles of practicing listening, described earlier, they are not dealt with in this section any further. Last but not least, reading tasks referred to as scanning and skimming are outlined. As mentioned previously, both activities are considered to be the top-down skills. Scrivener (2005) suggests that both tasks are designed to increase the speed of reading. He summarizes scanning as fast reading for key topics, main ideas, overall theme, basic structure, etc. Whereas scanning is fast reading for specific, individual pieces of information, such as names, addresses, facts, prices, numbers, dates, etc.

None of the activities further presented in the research were particularly designed for developing reading, therefore no activities are listed. Reading was, however, present in the majority of them as interconnected skill.

Speaking

The main goal of most language learners is to learn to communicate verbally and so speaking as on the four skills seems to be the most important one. However, learners, in fact, employ a combination of all four skills at the same time and the importance of one or the other can hardly be determined. Skills are not likely to be treated separately, as Brown (2001) indicates, using an example of speaking and listening as two skills closely intertwined: "The interaction between these two modes of performance applies especially strongly to conversation, the most popular discourse category in the profession" (p. 267). It is, nevertheless, a skill that is often difficult to develop. Scrivener (2005) further explains that learners gather a lot of knowledge in the learning process, but for different reasons, it is difficult for them to transfer this passive knowledge, which is much larger, into an active

language. Some of them may feel nervous due to their lack of experience of using the language, some of them are uncomfortable when being corrected, and others may not want to look foolish when they make a mistake. So, it is up to the teacher to create a safe environment for the students to work in and employ such activities that would help to encourage them to practice speaking (p. 147-148).

In life, we find ourselves in a countless number of events where different kinds of spoken discourse takes place. Such events, and particularly their various dimensions are distinguished by Harmer (2007) as follows. First, he recognizes transactional and interpersonal functions, i.e. the purpose of transactional function serves mainly for conveying information, whereas the interpersonal function is aimed at maintaining relationships between people. Secondly, he divides events into interactive (e.g. a chat with a shop assistant from a newsstand) and non-interactive (such as leaving a message on answering phone). And finally, he distinguishes planned (such as a lecture) and unplanned, spontaneous events (343).

Ur (2012) differentiates kinds of tasks into topic-based and task-based activities. She refers the topic-based activities to task, in which students are asked to talk about a certain topic, and the discussion itself is the main objective of such task. She suggests the topic should be interesting, appropriate, controversial and possible to relate to. Task-based activities, on the other hand, ask students to complete a task of some kind and the objective is some kind of production with clear result (p. 121).

There is a comprehensive list of activities developing speaking skills. Scrivener (2005) specifies a small fraction of the list:

- Picture difference tasks
- Group planning tasks
- Ranking tasks
- Pyramid discussion
- Board games
- Puzzles and problems
- Role-plays
- Real-plays
- Simulation (p. 153-159).

There was one activity, Dub the Clip, further presented in the research that was focused specifically on developing the speaking skills. Activities About the Character and Be a Narrator were aimed at both, speaking and writing.

Writing

Besides speaking, writing belongs to a group of productive skills. It is no less important than the other skills and the importance is even more so recognized with the increasing written communication and its new forms taking place on a daily basis, such as e-mails, texting, chatting, blogging, etc.

Ur (2012) points out that writing, in comparison to other skills, is fundamentally different because it is visual, productive, and the way we produce it and communicate it is different. She further specifies that writing is permanent and unlike speech, it can be rewritten, changed or edited. Writing is dense and relatively free of redundancy. It is produced slowly and takes more time and effort to produce it than other skills and that is why it is used less. Unlike speaking, which is acquired intuitively, writing is learned in school. Ur further adds that writing uses more standard forms. She also distinguishes formal and informal writing. Stories, fiction, articles, reports, etc. are examples of formal texts, whereas notes and reminders, online chatting and texting can be referred as informal writing (p. 150-151).

In teaching writing, it is possible to adopt different approaches. Harmer (2007) mentions the following ones:

- An approach focused on writing as the process itself
- An approach aimed at the end product of writing
- An approach concentrating on genre of writing
- An approach developing creative writing
- Writing as a cooperative activity
- Writing for learning and writing for writing
- An approach focused on building the writing habits (p. 325-330).

In the further described research there were two activities employed whose aim was on developing writing skills, About the Character and Be a Narrator.

Adult learners

Using videos is generally considered suitable for students of all ages, i.e. children of primary age, secondary level students, as well as adult learners. According to this statement, one may deduce that the same sequence with the same related activity is suitable for all age groups. This, apparently, cannot be considered correct. All age groups have their specifics, as Harmer (2007) suggests: "People of different ages have different needs, competencies and cognitive skills" (p. 81). Such differences require an implication of different instructional approach. When planning a lesson, an English language teacher must respect the particularities related to the age of students the same way as he/she must respect e.g. their individuality, learning styles, motivation, or their level of proficiency. Since the tested program in the research part is aimed at adult learners, the theory part also deals with this particular age group. It examines specifics of adult learners, their obvious advantages in language learning in comparison to young learners and suggestions what to keep in mind when teaching adults.

One of the reasons why the program was designed for adult learners was the noticeable number of them. It can be assumed that globalization and the worldwide migration naturally increase the demand of adult people for the English language. Similarly, Ur (2012) contemplates: "The teaching of English to adults has in recent years increased, as more and more people realize how vital it is for them to know English" (p. 268), and she further forecasts: "The demand for adult classes in English seems unlikely to fall in the foreseeable future: on the contrary" (p.268).

As any other group age, adult language learners distinguish in a number of special features. To make these features, and teaching adults in general, obvious, they are often compared in literature to those of young learners. Harmer (2007) initially uses an example of such comparison: "One of the most common beliefs about age and language learning is that young children learn faster and more effectively than any other age group" (p. 81). Ur (2012) and Brown (2001) use the same claim in their books just to prove it incorrect eventually. Ur (2012) points out the differences from the aspects of implicit and explicit learning; discipline and cooperation; concentration span; and motivation (p. 258). I further examine those aspects and additionally, append several other factors that may have a significant influence on teaching adult learners.

Implicit versus explicit learning

Ur (2012) suggests that while children learn best when they are engaged in implicit learning (e.g.through imitation, repeated exposure or enjoyable and interesting activities); the explicit learning processes are applied more often with the advancing age of students. In other words, the older the learners are, the more explicit the learning becomes, i.e. they are more likely to start to deliberately learn lists of vocabulary, access and apply explanations, test hypothesis, etc. For this reason the adolescent and adult learners have a better chance to learn faster, even within a limited or decreased number of hours (p. 258). Furthermore, Brown (2001) adds: "Adults can learn and retain a larger vocabulary. They can utilize various deductive and abstract processes to shortcut the learning of grammatical and other linguistic concepts" (p. 87). In other words, the ability of abstract thinking and mature cognitive abilities in general, enable adults achieve more effective learning.

Discipline and cooperation

As one may expect, there are higher discipline and better cooperation in classes of adult learners than in those of adolescents or young children. Ur (2012) explains that in order to accomplish long-term goals, adult learners are able to appreciate the value of self-restraints and disciplined cooperation (p. 258). Harmer (2007) agrees with that opinion and adds: "Adults are often prepared to struggle on despite boredom" (p. 84). Since adults have a clear purpose of learning English, they naturally understand the relation between the learning and discipline or cooperation and are willing to do everything it takes to achieve their goals. In this respect, teaching adults may seem easier than teaching younger learners.

Concentration span

It is understandable that the older the learners get the longer concentration span they are likely to have. Brown (2001) further clarifies: "Adults have longer attention spans for material that may not be intrinsically interesting for them" (p. 91). He presumes the connection between the concentration and motivation, which is separately discussed below.

Motivation

Because adults usually know exactly why they are learning and what they want to achieve, it is easier for them to be committed to their work. Harmer (2007) mentions: "Motivation is a critical factor in successful learning, and knowing what you want to achieve is an important part of this. Many adults are able to sustain a level of motivation by holding on to a distant goal in a way that teenagers find more difficult" p. 84). The crucial role of motivation in learning process has already been mentioned above in subhead Video, the teaching medium.

There are indeed more factors distinguishing adult learners from other age groups. First, abundant life experiences of adults make valuable sources in language teaching, allowing students to share these experiences with other students and effectively utilize them in lessons. Harmer (2007) specifies: "They have a whole range of life experiences to draw on" (p. 84). Such experiences also enable teachers to employ a wide stretch of activities in a lesson. Secondly, Harmer (2007) lists the following difference: "They have expectations about the learning process, and they already have their own set patterns of learning" (p.84). Furthermore, Brown (2001) points out that with adult learners, there is not such a high need for variety of sensory input since they can rely more on their imagination. Last but not least, he makes an interesting point that adults generally dispose of self-confidence not found in children (p. 90-91). In this part I focused on elements that facilitate the learning process. However, there are apparently other factors that may hinder teaching adults. The pitfalls below are specified below.

Problematic issues

Reading about adults having better cognitive abilities, higher motivation, clear purpose, numerous life experiences, or longer concentration, one might presume that teaching adult learners is entirely effortless activity. Such statement is actually far from being true. When teaching adults, a teacher also encounters a number of problematic issues.

First, unlike the majority of children who receive their education for free, most adult learners actually pay for their lessons of English. Ur (2012) points out that those learners want to get their money´s worth and they tend to be more demanding and critical

of the teaching process and complain without hesitation when they are not satisfied. Harmer (2007) further explains why adults can be more critical of teaching methods: "Their previous learning experiences may have predisposed them to one particular methodological style which makes them uncomfortable with unfamiliar teaching patterns" (p. 85), and supplements the explanation with another reason: "Conversely, they may be hostile to certain teaching and learning activities which replicate the teaching they received earlier in their educational careers" (p.85).

Secondly, I have mentioned earlier the abundant experiences adults have. Apparently, some of them may have been rather unpleasant, and such experiences can certainly have a negative impact on them. Harmer (2007) gives a particular example of bad experience related to previous failure of a student at school which can consequently make him/her feel uncomfortable, timid or self-conscious about learning a language (p. 85). As we can see, experiences can be a powerful element influencing all other aspects of life and one´s further activities that by all means needs to be handled appropriately.

Furthermore, Ur (2012) comments upon the tact that needs to be applied when correcting adults or giving feedback to them, especially to those who are in managerial posts and to those who may have a hard time acknowledging the authority of the teacher because of their own authority over others (p. 268). Tactful approach is in general an essential precondition of a teacher, moreover, of a teacher of adult learners.

In conclusion, using short video clips in English language teaching is becoming an important and diverse tool for teachers, naturally resulting from speedy technology development. It encompasses a wide range of advantages and possibilities for its utilization in lessons. It can be implemented to develop all four skills, listening and comprehension in particular. And as Lonergan (1984) says: "Active viewing can increase the enjoyment and satisfaction gained from viewing, as well as maintain the learners´ motivation" (p. 11). The practical part of the thesis deals with the elements of enjoyment and usefulness of different activities from the perspective of adult language learners and are further examined in the following chapter.

III. METHODOLOGY

This chapter specifies the methodology of the research performed to determine the value of selected listening practice activities used with short video clips in teaching English. The first part of the chapter introduces the purpose of the research and its background information. The second part specifies information about the participants of the research. In the third part, individual methods, used in the research to acquire all data, are itemized and described.

Research purpose and background

The research part of the thesis was incorporated into a testing of a pilot version of an online educational program Language Through Film, which is currently available as a CinemaLingua program (www.cinemalingua.net). The aim of the research was to present students with a set of activities, designed specifically for the video program, and consequently to determine which of the provided activities, students find the most helpful, contributive/productive/conductive/effective, and enjoyable in their learning process.

Respondents

In order to collect the most valid and useful data which was crucial for the subsequent final selection of activities for the online program, it was necessary to find a sufficient number of respondents. It was presupposed and desired to cooperate with a minimum of 20 respondents. However, the total number of students participating in the research came to 11. Despite the lower count of participants, it was eventually decided to carry out the pilot version testing anyway.

The initial step was to address a number of learners of English as the second language with an introductory survey. My colleague and I had distributed a questionnaire among our students and acquainted individuals, surveying any previous experience of e-learning programs, targeted on learning languages; as well as their possible interest in attending a testing of the pilot version and providing the subsequent feedback. Since the targeted group of the program users was mainly adult learners, we addressed a number of 83 people aged 25 and older. We received 66 questionnaires back. The total of 16 respondents showed their willingness to test the program. Eventually, 5 of them could not

participate for various reasons, and so, the pilot version was tested by remaining 11 respondents. Seven of them were female and 4 of them were male respondents.

In the following stage, the selected participants were asked to take the Oxford Online Placement Test (www.oxfordenglishtesting.com). The results of the test were as follows: 4 participants proved their knowledge of English to be at A2 level, another 4 at level B1 and 3 participants at level B2. Eight participants had a university degree, another two were secondary school graduates, and one respondent did not specify his or her education degree. Only one participant stated his or her previous experience with an e-learning language program. The initial questionnaire involved a question regarding the respondents´ reason why they would be interested in testing and/or using such a program when learning a language. All of them referred in their answer to the element of fun and enjoyment such programmes might provide in their learning process.

Data acquisition methods

Once all interested respondents had been gathered, they were asked to test the pilot version. They carried out the testing individually, on the premises of the Grammar School, Nad Alejí 1952, Prague and the University Library, University of West Bohemia, Plzeň. The same equipment was supplied for each participant, i.e. a laptop with the tested software, a microphone, a bilingual dictionary, and an external keyboard for easier operation. There were a total of 11 activities included in the pilot survey. These activities were divided into three main groups.

The first group involved activities aimed at listening and comprehension (namely: Answer the Question, Put in Order, True or False, Word Recognition, Find the Pairs). In the Answer the Question activity, first, the students were proposed to watch the clip, and in the following step they were presented 7 comprehension questions that had been designed for them to be able to give a possibly straightforward answer (see Appendix A). In case the student did not know the answer, he or she could click on the ´I need help´ button which would lead to a choice of three answers he or she could choose from. The Put in Order activity asked students to place 6 presented statements regarding the content of the clip into the order as being spoken about. In other words, comprehension of the clip was needed to put the statements in order (see Appendix B). In the True or False activity there were 5 statements and the students´ task was to decide whether the statements were true or not.

Students had an option to click on the ´I need help´ button again and the sequence of the clip with the content regarding the statement was replayed for him/her. The Word Recognition activity introduced 10 vocabulary items as they had appeared in the clip and 10 definitions of those items in a random order (see Appendix C). In the first step, the students were supposed to match the definition with the correct word. In the following step, the participants played the clip, and while listening, their task was to push the ´catch´ button positioned next to the vocabulary item whenever they heard that particular word being heard. In the Find the Pairs activity, students were presented 2 sets of 6 cards, shown on a screen. When having clicked on a card, an extract from the clip was played. Extracts from one set were contextually connected to the extracts from the other one and the participants´ task was to find two extracts that matched by clicking on a card from either side.

The second group contained activities that were targeted on vocabulary use (Be a Designer, Find the Synonyms). In the Be a Designer activity, the students were shown a still frame from the sequence with 10 marked objects in it. On the left side of the screen there was a list of 10 words representing the objects from the still frame and the students were supposed to move the words into the correct marked spots (see Appendix D). In the Find the Synonyms activity, there were 2 columns of 10 words presented, one column listing 10 vocabulary items taken from the clip and the second column containing synonyms of those items. The purpose of this activity is for the participant to match a word from the clip with its corresponding synonym (see Appendix E).

In the third group, activities fostering oral and/or written language production were included (Label the Items, Dub the Clip, About the Character, Be a Narrator). The Label the Items activity was an activity designed as a follow-up of the previously mentioned activity – Be a Designer. Students were shown the same still frame as well as 10 empty text boxes (see Appendix F). Once they have clicked on an empty text box, there was an object indicated in the still frame and the students were supposed to write the name of the marked object in it. In the Dub the Clip activity, the participants were asked to record 6 particular lines from the clip with their own voice. After they had dubbed those lines, they could listen to the whole clip including all their recordings (see Appendix G). The About the Character was an activity the aim of which was for students to write in a text box all information concerning one given character, they had found out about from the clip. The

participants were also given a word bank, they could use when describing the character. The main task of the Be a Narrator activity was to describe individual events of the sequence as they appeared. Students were given a word bank and they were suggested in the instructions to prepare the description beforehand. Once ready, they played the scene and recorded their production into that very scene. After that, they played the scene with the recording in it instead of the original spoken content. They could alter and improve their description and record it as many times until they were satisfied with it.

The participants were instructed prior to the actual start of the testing how to proceed. Their task was to start up the programme, to get themselves oriented in it, to watch the clip; and to complete all the listed activities, following the instructions introduced by the software at the beginning of each activity. The order of completing the activities was arbitrary; however, the programme itself provided recommendations regarding the order. No time limit was set to complete the constituent activities; however, the time of completion of each activity was recorded. Students were further advised not to ask any questions during the whole time of testing; nonetheless, they were encouraged to freely make any remarks and comments of their own. All students were observed by two individuals who took notes regarding the students´ comments and their performance while completing the tasks.

In the final stage of testing, conducted right after the pilot study completion, the students were given a questionnaire. This questionnaire was a tool, designed particularly to collect data referring to the activities presented. The answers, we were to obtain from the questionnaire, were of a rather high importance, since they would confirm which activities to keep and which to leave out of the programme, if any. The questionnaire was presented to the participants in the Czech language, and it contained different types of questions; closed questions, open questions and an evaluating scale of grades, ranging from 1 – 5 (with 1 being the best grade and 5 being the worst one). There were 3-4 questions regarding each activity, and there was a set of additional questions at the end of the questionnaire, referring to the general impression, usability, and technical aspects of the programme (see Appendix I). When answering the questions, students were briefly shown each particular activity to help them recollect their views.

Once the testing had been conducted, the questionnaires filled in, and all data collected, it was time to analyse the results of the research. The next chapter introduces and summarizes the acquired results.

IV. RESULTS AND COMMENTARIES

In this chapter I provide the information acquired during my research work. The data are presented for each particular activity in the following structure. First, answers of the respondents to each question are introduced in the order of their appearance in the questionnaire. Then, commentaries referring to the provided results are delivered. Finally, I note observations if such observations were made by me or another observer while the activities were being completed by the participants. The individual activities and their results are presented in the same order as they are outlined in the previous chapter. In the presented questionnaire there are two questions for each activity referring to the design of the software and its technical support. Since these questions are not related to the objectives of my research, their analysis is not provided.

Activity: Answer the Questions

Participants were to respond to 6 questions. Question #1 referred to the level of enjoyment of the activity. The aim of this question was to find out to which extent the students enjoyed or did not enjoy completing this particular activity. Six participants enjoyed the activity very much; four of them quite enjoyed it; and there was one participant who enjoyed it a little. Such results were not surprising since it was the first activity that all participants carried out and certain enthusiasm of the participants had been anticipated.

Question # 2 dealt with the difficulty of the language used in the activity. The participants were asked to state how difficult they considered the language. Through this question we wanted to find out whether the language used in the designed questions was adequate to their level of English and therefore challenging. None of the participants reviewed the language either as too difficult, or as not difficult at all and therefore boring. Four participants found the language to be rather difficult, but manageable; three of them regarded the language as a little difficult and therefore challenging; and four students thought the language was not very difficult. It is necessary to point out that the difficulty of the language is hard to measure since students show different language levels across different skills. Their listening comprehension might be of CEFR B1 level, while the level of the use of language might be B2, or vice versa. However, the results indicated that the

students were not discouraged by either excessive or poor difficulty of the language that had been used in the questions.

Question #3 was directed at the use of a help tool designed in the activity to facilitate students´ comprehension of the spoken discourse. Through this question we wanted to find out whether the students sought help in case they had not known the answer. We also needed to learn how frequently they had used this option. Two students claimed that they had not needed the help tool. One student revealed that he or she didn´t use the help since he or she had not noticed the tool and stated that had he or she been aware of it, he or she would certainly have used it. Another three students declared that they had chosen this option in a couple of questions; and remaining 5 students gave an answer that they had used the tool in 4 and more questions. Such results may indicate two possible explanations. First, the students used the help tool because they simply could not understand the spoken discourse, were not able to provide the written answers and therefore used the choice of three answers to do so. However; the second interpretation may be that the students once being aware of such tool, they no longer challenged themselves to find the answers on their own and used the tool to provide the answers.

Question #4 was aimed to learn whether the participants had used a dictionary link while completing the activity and if so, approximately how many times. Only two students confirmed that they had used the dictionary; one of them about 7 times and the other one about 4 times. Two students stated that they had decided to use the dictionary; however, once they found out that the link was to a monolingual dictionary, they did not wish to use it any longer. Seven students admitted they had not worked with the dictionary at all. We can assume from these results that there are two types of students´ approach when they come across an unknown word; the ones who care about the exact meanings of those words in order to have their need to understand the discourse satisfied; and the others who remain happy to guess the approximate meanings from the context of the discourse. Another aspect; however, considers the need of dictionary use when it comes to unknown words which seem to be the key ones. Again, we believe that the important role is the student´s approach to their language acquisition. There are students who demand a certain order in their learning process (and that may include e.g. learning the exact meanings and equivalents of the newly acquired vocabulary) and those who have less structured system (they learn the language in chunks and they are more perceptive to the situations where the

new words occur and are used rather than to the exact meaning). Despite of those assumptions, the number of students who didn´t use dictionary was surprising nevertheless, considering the results from question #2 showing the majority of the students regarded the language as either rather or a little difficult.

Question #5 referred to how useful the participants found the presented activity in their overall comprehension of the discourse. The results showed that four participants considered the activity to be very useful; five other participants regarded it as rather useful; one participant thought the activity was useful a little; and another one stated it was not very useful. All four participants without exception who referred to this activity as very useful were those who had used the help tool (mentioned in question #3). Such fact may imply that once the participants had seen parts of the discourse in written form, it helped them to arrive at a better understanding and therefore they found it more useful than the others. We assume, however, that the high number of respondents, who thought the activity was rather useful, proved that even carefully designed questions can improve the students´ comprehension of the discourse.

We asked participants in question #6 to provide suggestions or comments about things they had come across or had possibly lacked while completing the activity and to elaborate on their answer. Those students who did not use the help tool suggested that there was no possibility to have their answers checked except having the part with the answer in it re-played in the clip for them. They indicated that it was confusing and frustrating not to be able to see the correct answers. This comment was not surprising to us, nor was the declared need for feedback.

Activity: Put in Order

Students were asked to answer 5 questions. Question # 1 was aimed (the same as in previous activity) at grading the level of the enjoyment of the activity. One student considered the activity to be very enjoyable; four students referred to it as quite enjoyable; and four participants enjoyed the activity a little. There were two students who found it not very enjoyable. None of the respondents thought the activity was not enjoyable at all. We may assume that the reason why this activity received a slightly poorer evaluation was because it is a kind of activity, students are familiar with from their English lessons and therefore they don´t find it as enjoyable as those, less familiar ones.

Question # 2 was directed at the level of difficulty of the language used in the designed statements that were supposed to be put in the order as they had appeared in the clip. Through this question we wanted to find out whether the level of the language was maintained even though the content of the discourse was rephrased. This time, two students considered the language to be rather difficult, but manageable; another six found it a little difficult but challenging; and three participants thought the language was not very difficult. As in the Answer the Questions activity, none of the participants reviewed the language either as too difficult, or as not difficult at all and therefore boring. In comparison with the same question referring to the previous activity, there was a slight shift in the results. We may presume that the students after having viewed the video for several times and having completed the previous activity gained a better understanding of the discourse and even though the content had been rephrased they were able to link it to the actual content anyway. Since there was a majority of participants who reviewed the language as a little difficult but challenging, we believe we had managed to design the statements at the same language level.

Question # 3 referred to the use of dictionary within the activity. Only two students stated they had used the dictionary while putting the statements in order; one of them twice and the other one three times. These students were the same ones who confirmed their use of dictionary in the previous activity. Other participants did not use the dictionary at all. This result supports the assumption regarding the students´ own approach to language learning, mentioned in the analysis of question # 4 in the Answer the Question activity.

Question # 4 was focused on the usefulness of the activity for the students. Two students referred to the activity as very useful; five students considered it rather useful; three participants thought the activity was a little useful; and one of the respondents regarded it as not very useful. Despite the activity having been evaluated as rather useful on average, the results lead us to believe that they were a bit poorer for the activity´s slightly passive character.

In question # 5 the students were asked to state and specify what they had possibly lacked in this activity. None of the students had any comments related to this activity. We believe there weren´t any comments since the activity was the second one or another to complete; it is rather straightforward; clear instructions are provided as well as the tool for

checking students´ answers. However, we came to a significant finding ourselves. One of the given statements was not related to the spoken content of the short clip but to its visual content. We realized that the statements must be carefully designed so that the content of the statements would not be obvious from the visual aspect of the clip.

Activity: True or False

We asked students to respond to 6 questions that referred to this activity. The answers showed similar results as the answers in the Put in Order activity.

Question # 1 was again aimed at the aspect of enjoyment. Five participants enjoyed this particular activity very much; four participants quite enjoyed it; and two participants enjoyed completing the activity a little. None of the students regarded this activity as either very enjoyable, or not enjoyable at all. The activity ranked on average as a quite enjoyable. This was a little surprising result for us considering this activity is widely used in listening or reading practice and is likely to be more familiar, therefore maybe not as enjoyable as the less know activities. However; we believe that perhaps it is primarily the familiarity that makes students enjoy the same activity in its new context (i.e. when watching a video).

Question # 2 related to the difficulty of the language used in the statements that the students were to determine as either true or false. As in the two previously stated activities, there weren´t any students who regarded the language as either too difficult or not difficult at all, and therefore boring. Three students reviewed the language as rather difficult, but manageable; six students thought the language was a little difficult and therefore challenging; and two students regarded it as not very difficult. These results proved we had managed to maintain the level of English at such a level the students were neither discouraged by its excessive difficulty nor were they made unengaged for its immoderate ease.

In question # 3 the participants were asked to state whether they had used the help tool and if so, how many times. Through this question we wanted to find out if students referred to some kind of provided help in order to find a correct answer. We also aimed to figure out whether the students tended to use the help tool frequently once they referred to it. Two students provided a negative answer; one of which added, he or she had not marked the tool (as he/she had not in the Answer the Question activity). Nine participants claimed

that they had referred to the tool; four of whom only in a couple of statements and another five in at least four or more statements. Such results may imply that there are those students who either don´t refer to any help tool at all (in this case only a minority); or those who prefer to use it (in this case majority of them), once such tool is provided. It is necessary to point out that unlike in the Answer the Question activity, this time, the tool didn´t provide an instant answer, i.e. a choice of answers, but once a student clicked on the help tool, the part of the video with the particular content related to the statement was replayed. This way, the students could listen to the concrete part as many times as they needed to be able to determine the truth of the statements eventually.

Question # 4 was aimed to show the indication of the dictionary use in the course of the activity completion. This time, four students reported they had used the dictionary when deciding whether the given statements were true or false. All of them stated that they looked up approximately three vocabulary items. We can see that compared to the two previously mentioned activities there were two more students using the dictionary this time. This may result from a certain feeling that they were getting a bit more comfortable using the software and therefore more confident in using its new features when they needed to fully understand the statements and subsequently provide correct answers.

Question # 5 was directed at the usefulness of the activity. Four students thought the True or False activity was very useful for them; four students found it rather useful; and another three students considered it to be a little useful. None of them referred to it as either not very useful or not useful at all. Even though this was a third variant of those activities developing students´ comprehension, the students seemed to find it helpful and even more so since they had already been better acquainted with the content of the video. We also believe that these results are in a way connected to those acquired in questions # 3 and 4. Students having used the help tool as well as the dictionary may have felt their comprehension was clearer which resulted in their higher evaluation of the usefulness of the activity.

We asked students in question # 6 to point out some particulars that they may have lacked in this activity and to specify them. Three students revealed that in some statements they had difficulty deciding whether the statement had been true or false. Based on this comment, we have made a significant observation here that when designing statements for

this activity, it is crucial to provide sentences based solely on the actual spoken content of the video and not on any assumptions resulting from the content.

Activity: Word Recognition

In this section, the respondents were asked to provide answers to 5 questions. In question # 1 the students were asked to review the level of enjoyment of the activity. Nine students found the activity very enjoyable; no students referred to it as quite enjoyable; one student thought it was a little enjoyable; one student considered it as not very enjoyable; and there were no students who would not enjoy the activity at all. So far, this activity was reviewed as the most enjoyable one. We assume such result reflects the fact that unlike the already mentioned activities, commonly used in e.g. listening practice, this one was likely to be less familiar to the students; therefore it received a quite high evaluation.

Question # 2 was aimed at the difficulty of the language used in the selection of words students were supposed to recognize while listening to the video, as well as the language used in definitions students were to match with the listed words. None of the participants considered the language too difficult; one student referred to it as rather difficult, but manageable; there were seven students who thought the language was a little difficult but challenging; two students not very difficult; and there was one student who regarded the language as not difficult at all and therefore boring. We believe that the results show two possible explanations. Firstly, more students regarded the language as slightly less difficult than in the previously analyzed activities, as it may be a reflection of the character of the activity (it is aimed at recognizing and distinguishing individual words in the spoken discourse rather than comprehending its overall content). Secondly, it may reflect the students´ already attained familiarity of the video content.

Question # 3 was directed at the use of the dictionary within the activity. Frankly, we did not presume that any of the students would provide a positive answer, since the first part of the activity already provides a list of definitions that the students were supposed to match with the correct words. However, there was one student who claimed he/she had used it a couple of times when completing the first part of the activity. Not surprisingly, it was the same student who referred to the dictionary in the previous activities as well. That proves his or her consistency when it comes to new, unknown vocabulary.

Question # 4 referred to the usefulness of the activity. Five students found the activity very useful and another three rather useful. There were three students who thought that the activity was not very useful. None of the respondents considered this activity either a little useful or not useful at all. We find these results quite interesting. We may assume that students gained even better understanding having completed any of the previous activities first and consequently this activity. Moreover, they were introduced to the actual words (parts of the transcript) and in the first part of the activity they were even provided the definitions, meanings of those words which might have had a considerable impact on their overall comprehension. On the other hand, those students who regarded the activity as not very useful must have had a different perception of its usefulness. We believe that due to the character of the activity, some students may actually consider clicking on the words they hear not very useful. The fact that many students had a hard time to catch the words on time and they weren´t able to do so correctly until the second or third time didn´t seem to influence their perception of the activity in terms of its usefulness.

Through question #5 we wanted to elicit from the students, whether there was something they had been missing while completing the activity. Two students stated that in the first part of the activity there were too many words and definitions to be matched and they found it a bit confusing. However, one of them added that in the second part the number of words to be caught was not excessive.

Activity: Find the Pairs

We asked the participants to answer four questions in regards to this activity. Question # 1 dealt with the level of the overall enjoyment of the activity. Four students referred to it as very enjoyable; another four considered it to be quite enjoyable; two students found it a little enjoyable; and one student thought it was not a very enjoyable activity. There weren´t any students who would not enjoy the activity at all. Even though the average ranking of the activity places itself as rather enjoyable, we believe the slightly weaker results reflect the rather high demands on the listening comprehension (see the analysis of the following question # 2).

In question # 2 the students were supposed to evaluate how difficult the activity was for them to carry out. This time it was not aimed at the difficulty of the language since there is no written language provided, only that of the spoken discourse. Two students

declared that it had been too difficult for them; five students reviewed the activity as rather difficult, but manageable; another three participants as a little difficult but challenging; one student thought it was not very difficult; and none of the students stated that it was not difficult at all and therefore boring. As we can see from the results, this activity proved to be rather difficult for the majority of students, yet manageable. We also believe the results were slightly influenced by the technical aspect of the activity (i.e. a bit more demanding to navigate) as well as its uncommon character.

Question # 3 reviewed the usefulness of the activity. Four students thought the activity was very useful; five of them found it rather useful; one student considered it as a little useful; and one student as not very useful. No participant thought the activity was not useful at all. The results showed us that even though the students considered this activity as rather difficult (see question # 2 in this section) to carry out, it didn´t seem to influence their perception either of its usefulness, or enjoyment.

We asked students in question # 4 to provide suggestions or comments about things they had encountered or had possibly lacked while completing the activity and to further specify their answer. A couple of students stated it would have been helpful for them not only to hear the parts of the speech but to see it as well. However; we considered the comment irrelevant, since it completely contradicts the whole purpose of the activity which is, while listening, to be able to recognize and join the two parts of the speech which are contextually bound together.

Activity: Be a Designer

In reviewing this activity, aimed at vocabulary use, we asked the participants to answer the total of 5 questions. Question # 1 was once again focused on the level of enjoyment. Five students found the activity very enjoyable; another five quite enjoyable; one student thought it was enjoyable a little; and none of the students referred to it as either not very enjoyable or not enjoyable at all. The results showed us that on average, the participants quite enjoyed the activity. We believe it is due to the fact that it neither tests nor practices the comprehension of the spoken discourse. This activity is aimed at testing the students´ knowledge of vocabulary. We also presume that in this case, the level of enjoyment may have depended on the students´ actual knowledge of the given words. In

other words, the more vocabulary the students were familiar with, the higher the ranking might have been.

We aimed question # 2 at finding out how difficult the language, used in the activity, was for the respondents. Two participants considered the language as rather difficult, but manageable; five students thought it was a little difficult but challenging, and another four didn´t find the language very difficult. None of the participants reviewed the language either as too difficult, or as not difficult at all and therefore boring. We can see that the majority of the students found the language a little difficult, yet challenging. We were satisfied with such results as they showed us that the students may have learnt new things without being discouraged by either excessively difficult or immoderately easy language.

In question # 3, we asked students, whether they had used a dictionary and to specify the frequency of the use. This time there were three students who confirmed having used the dictionary; two of them a couple of times during the activity; and another one more than three times. Eight students didn´t refer to the dictionary at all. We believe that the results imply the following possible explanation. When completing this activity, there are those students who need to know the exact meanings of the listed words in order to be able to match them with the marked items in the still frame and they tend to use the dictionary. However, it seems that there are other students who prefer the trial-and-error method, i.e. they try to match the words to the items without knowing all the right answers and after having them checked, they simply try again until the answers are correct.

Question # 4 was aimed at how useful the students found this particular activity. Three students considered the activity to be very useful; two students thought it was rather useful for them; three participants found it a little useful; two students referred to it as not very useful; and one respondent didn´t find it useful at all. As we can see, the results are highly inconsistent, which implies that the students had rather different opinions about this activity referring to its usefulness. We believe it stems from the activity´s character. The vocabulary items, listed in the activity, don´t relate to its spoken discourse, but to one particular still frame from the video. That might be the reason why some students found it irrelevant, therefore not useful. On the other hand, other students may have found it useful

due the fact the words were not the same as those repeated in other activities. They may have felt that they presumably learnt more.

We asked participants in question #5 to provide comments or suggestions referring to things they had come across or had possibly lacked while completing the activity and to further specify their answer. The students´ comments were related solely to the technical aspect of the activity, and therefore, they aren´t being further discussed in this section.

Activity: Find the Synonyms

Another activity, focused on vocabulary use, was Find the Synonyms. We asked students to review it answering 5 questions.

Question # 1 referred to the enjoyment of the activity. Three students considered it to be very enjoyable; another five students reviewed it as quite enjoyable; two participants thought it was a little enjoyable activity for them; and one student thought it was not very enjoyable. There weren´t any students who would not enjoy the activity at all. Again, we assume the slightly poorer evaluation may result from the fact the students had already been familiar with the activity from other learning materials such as e-learning courses, course books, etc.

Question # 2 was aimed at the difficulty of the language used in the activity. Two students found the language rather difficult, but manageable; six students thought it was a little difficult but challenging; and three students stated the language was not very difficult. No students regarded the language either as too difficult or as not difficult at all and therefore boring. When designing such activity, it was essential for us to come up with such synonyms that would be less difficult and likely more familiar than the words chosen from the video. The results more or less proved that this precondition had been successfully met.

We aimed question # 3 at finding out whether the students had used the dictionary during their activity completion and how frequently. We also asked them to specify whether they had used the dictionary to look up the words from the video or those, listed as their synonyms. No students gave a positive answer. All students stated they had not used the dictionary at all. We may assume the following: first, the results showed us that we were right about our presumption (see the previous question # 2); and secondly, the

students had already got familiar with the vocabulary, having completed all the previous activities.

Question # 4 was focused on the usefulness of the activity. Four students stated it had been a very useful activity for them; three students found it rather useful; another three students reckoned it had been a little useful activity; and one student reviewed it as not very useful. There weren´t any students who would refer to it as not useful at all. The average ranking of the activity places itself as rather useful and we can see that despite the deficient further practice of the words (please see the following question # 5); the evaluation of the usefulness of the activity remained fairly intact.

Through question #5 we wanted to elicit from the students whether they had missed anything while completing the activity and to specify their answer. One student had a pertinent comment that he or she would have appreciated to have a chance to click on e.g. a help tool of some kind which would enable the student to hear the selected word in the particular part of the spoken discourse rather then look for them in the video himself/herself. Another student mentioned it would have been helpful to use the words in another context.

Activity: Label the Items

To review this activity, focused on production, we asked students to answer the following 5 questions. Question #1 was once more aimed at the enjoyment of the activity. Four students found the activity very enjoyable, another five students quite enjoyable and two students referred to it as a little enjoyable. None of the students considered the activity to be either not very enjoyable or not enjoyable at all. The results we received were quite similar to those regarding to the Be a Designer activity. The activity Label the Items is considered to be its follow-up. We believe; however, the slightly weaker evaluation results from the more active character of this activity. This time, students were supposed to provide an exact word for a labelled item from a still frame. We assume that once the participants didn´t know the correct answer, they had to refer to a help tool of some kind (please see the question # 3 of this section) which immediately may have changed the flow of their work and subsequently the perception of enjoyment as such. The fact that misspelled words were checked as incorrect answers may be considered as another contributing factor. (please see question # 5 of this section).

To answer question # 2, students were supposed to review how difficult the activity was for them to carry out. It was not aimed at the difficulty of the language like in other activities, but rather at the difficulty of completing the activity itself. The results turned out to be rather inconsistent as they showed us that one student found the activity too difficult; three students referred to it as rather difficult, but manageable; three participants reckoned it was a little difficult but challenging; another three thought it was not very difficult; and one student considered the activity as not difficult at all and therefore boring. We may assume that even though this activity was in fact a revision of vocabulary from the Be a Designer activity, it clearly shows that on one hand, there were those students who had been more or less familiar with the words right from the start and therefore they didn´t find it difficult. However, there were the others who had not known the words, they either looked them up or tried the trial-and-error method (please see the # 3 in the Be a Designer activity section) and they obviously found it more difficult. We also believe that the results may have been influenced by the fact that even though the students had provided the correct word, they did so with incorrect spelling and therefore it was checked as wrong (please see the question # 5 of this section).

Through question # 3, we wanted to find out if the students had referred to the provided bilingual dictionary since the link to the online dictionary was only to a monolingual one. Five students claimed they had used the bilingual dictionary; one of them a couple of times and another three students more than three times. In order to complete this activity correctly, one would have to refer to a dictionary to look up an unknown word, to refer back to the Be a Designer activity for correct answers, or simply to leave the activity checked as incorrect (please see the implications). The results with slightly higher indication of dictionary use showed that a little less than half of the students opted for the first alternative.

Question # 4 referred to how useful the participants found the presented activity in their overall comprehension of the discourse. Five students thought it was a very useful activity; two students found it rather useful; another two believed the activity was a little useful; and two students regarded it not to be very useful. There weren´t any student who would think the activity was not useful at all. Compared to the Be a Designer activity, the Label the Items received higher evaluation and we assume this may be a consequence of the fact that this activity further practices selected vocabulary.

We asked students in question # 5 to point out some particulars that they may have missed in this activity and to further specify them. Five participants stated that after having completed the activity and having it checked; the results were assessed as incorrect. This was puzzling for them, they claimed. We understand the uncertain feedback, whether the word itself was incorrect or its spelling can be rather confusing and uncomfortable for students. It may consequently influence either the enjoyment (please see the question # 1 of this section), or even the perception of the usefulness of the activity.

Activity: Dub the Clip

Another activity, aimed at developing oral production, was Dub the Clip. We asked respondents to review it answering 4 questions. Question # 1 dealt with the level of the overall enjoyment of the activity. Five respondents reviewed the activity as very enjoyable; and four as quite enjoyable. Two students thought the activity was not very enjoyable. None of the respondents found the activity either a little enjoyable or not enjoyable at all. Although the averaged-out outcome may seem slightly poorer, the individual results showed the majority of students enjoyed the activity very much or quite enjoyed it, regardless of its claimed difficulty (please see the question # 2 of this section) and the fact that people in general dislike listening to their own recorded voices. The results proved that the exceptional and uncommon character of the activity helped most of the students overcome such inconvenience.

Similar to the previously mentioned activity Label the Items, we asked the students in question # 2 to indicate how difficult it was for them to complete the activity Dub the Clip. The answers fairly varied. Three students found the activity too difficult; five students thought it was rather difficult, but manageable; another two respondents considered it to be a little difficult but challenging; and one student referred to it as not very difficult. There were no students who thought the activity was not difficult at all. It is necessary to point out; however, that our observation as well as some additional students´ comments (please see the question # 4 of this section) indicated that the character of the question was apparently poorly phrased and the results referred mainly to the technical aspect of the activity, its navigation/operation (ovládání) in particular. Nonetheless, we learnt from the comments (please see the question # 4 of this section) that some of the

utterances the students were supposed to dub were either too long or too fast, and therefore too demanding for them to record.

Question # 3 was focused on the usefulness of the activity for the students. The answers differed a lot. Three students stated the activity was very useful; three respondents thought it was a rather useful activity; another two reviewed it as little useful; two students considered it to be not very useful; and the last one found the activity not useful at all. Such results imply that this kind of production is found useful only by certain types of learners. We may presume that these types of learners refer to those of different learning styles, such as auditory and kinesthetic rather than visual one.

In the last question # 4, we asked students to provide their observations, comments and suggestions regarding this activity. Three students stated that running the activity was too complicated for them; four students found the utterances too long to record; and three participants commented on the excessive speed of the scene in which they were asked to dub the utterances (please see the question # 2 of this section). One student suggested that he/she would find amusing dubbing a dialogue with another student. Another student proposed he/she would appreciate the possibility to dub a character of his/her own choice.

Activity: About the Character

There were 4 questions regarding to this activity the respondents were requested to answer. Question #1 referred to the enjoyment of the activity. Five students considered the activity to be very enjoyable; four students referred to it as quite enjoyable; one participant thought the activity was a little enjoyable, and one found it not very enjoyable. None of the respondents thought the activity was not enjoyable at all. We can see from the results that despite of the required written production, the majority of the students enjoyed completing the activity. For all the students, this activity was one of the final ones to carry out and we may assume that having a considerably better understanding of the video and being able to complete the activity gave the students sense of pleasure and enjoyment as well as the sense of achievement.

Through question #2 we wanted to find out how difficult it was for the students to complete this particular activity. There were no students who thought the activity had been too difficult; four students considered it to be rather difficult, but manageable; two students

stated it had been a little difficult but challenging; four participants referred to it as not very difficult, and one student found the activity not difficult at all. The results show us that this activity was relatively easy to complete despite of its active character. Such outcome confirmed our belief that activities that enhance student´s production should be more frequently used in the learning process.

Question # 3 was aimed at how useful the students found this activity. Four students considered the activity to be very useful; another four students thought it was rather useful for them; and three participants reviewed it as a little useful. No students referred to the activity either as not very useful or not useful at all. This activity had the highest ranking in terms of usefulness out of the activities enhancing oral and written production. We may assume from the results that fostering written production is in general considered beneficial by the students and it is equally important for them as oral production.

Question # 4 was focused on the comments the students may have had while completing the activity. One student misinterpreted the word ´character´ and the content of his/her description did not therefore correspond to the provided description in the check tool. One student mentioned that the kind of check was insufficient for him/her. Another student, on the other hand, stated that the provided description was satisfactory for him/her and he/she found it helpful.

Activity: Be a Narrator

In this section, the respondents were asked to provide answers to the following four questions. Question # 1 was again aimed at grading the level of the enjoyment. As we can see, there was a wide range of answers. Four students considered the activity to be very enjoyable; five students referred to it as quite enjoyable; and one participant enjoyed the activity a little. There was one student who found it not very enjoyable. None of the respondents thought the activity was not enjoyable at all. We believe that the diverse character of answers reflects the unusual and demanding disposition of the task. Considering that the students had not likely been familiar with the activity and that the activity was on average regarded as rather difficult (please see the question # 2 of this section) and moreover, it involved recording and playing the student´s voice, the results

show the students and their view of enjoyment did not seem to be significantly influenced by those aspects.

Question # 2 was directed at the level of difficulty regarding to the activity itself. This time, one student considered the activity to be too difficult; seven participants found it rather difficult, but manageable; one respondent claimed it had been a little difficult but challenging; one student reviewed the activity as not very difficult, and one thought it was not difficult at all. Despite the diversity of the answers, there is an obvious prevalence in them, which proved the activity was on average reviewed as rather difficult, yet manageable. We expected the activity to receive such ranking; however, we failed to ask whether the students had prepared their description before carrying the activity or not. That kind of information would have helped us clarify the actual difficulty of the activity. Without this information we may only assume whether the students reviewed the activity as rather difficult because it was in fact difficult for them or because they had not prepared for it and then it seemed difficult to them.
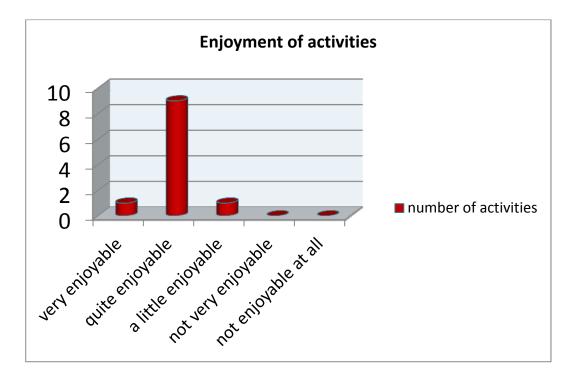
Question # 3 referred to the usefulness of the activity. Four students found the activity very useful and five respondents considered it rather useful. There was one student who thought the activity was a little useful, and one who regarded it as not very useful. None of the respondents referred to this activity as not useful at all. The results show the students on average ranked this activity as rather useful. We may suppose it is due to the fact that they had actually used some new words from the word bank and practiced them with their existing knowledge of the L2. However, such assumption could only be confirmed by adding a question concerning the students´ preparation for the task (please see question # 2 of this section).

We asked respondents in question # 4 to point out some particulars they may have lacked in this activity and to specify them. Three students stated they lacked sufficient check of their performance. One respondent made a rather interesting observation that he/she would have enjoyed having the possibility to listen to all of his/her recordings in order to be able to compare them. All comments suggested that feedback is crucial for students in their learning process.

Overall results

The aim of the research was to discover which of the provided activities students find the most enjoyable and useful in their process of learning English. It was rather surprising to find out that there weren´t any significant differences in reference to the overall enjoyment and usefulness of the activities.

As far as the enjoyment is concerned, all listed activities were on average reviewed either as very enjoyable (1 activity), quite enjoyable (9 activities) or a little enjoyable (1 activity). None of them received an average evaluation being either not very enjoyable or not enjoyable at all.

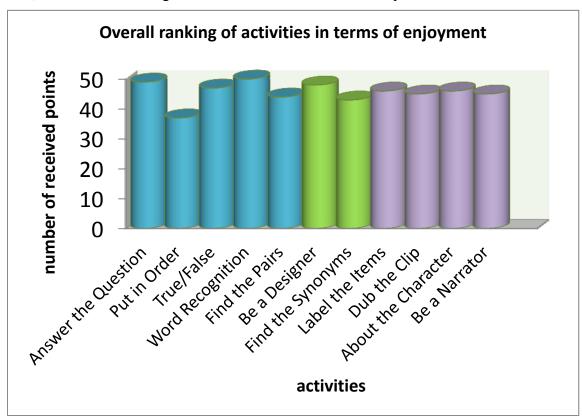*Graph 1*. Results showing the overall enjoyment of the activities.

The highest rating was recorded with the activity Word Recognition. It is a kind of activity which is certainly not well-worn or common and we may presume that it is in fact the novelty that makes the activity so enjoyable. It can also be easily checked and students can retry to catch the listed words as many times as they wish which eventually enables them to successfully complete the task.

The second most highly-rated activity, on the other hand, was a well-known and time-tested comprehension activity Answer the Question. We believe, however, that since

it was the first activity the students were to assess, the grading may have been slightly distorted by this fact.
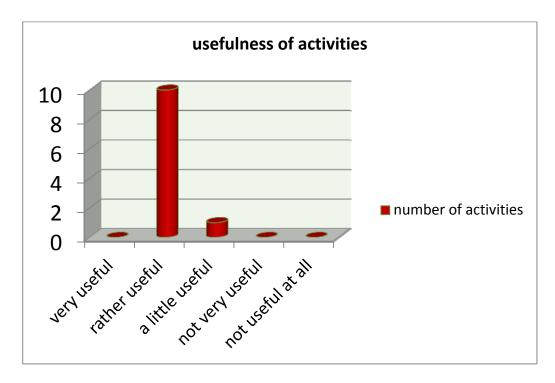
The third place in the overall results fell upon the activity, focused on the vocabulary use, Be a Designer. Provided the students followed the order of activities suggested by the program itself, this task was next in line after the listening and comprehension activities, and was, therefore, the first one of the group of activities aimed at the development of vocabulary use. We suppose such switch to another completely different kind of task might have been the defining factor in the students´ assessment.

The graph 2 illustrates how all activities were ranked in terms of their enjoyment. The color differentiation indicates the groups of activities: blue color representing listening and comprehension activities; green color showing the activities of vocabulary use; and the activities enhancing written and oral production are illustrated in violet color. The enjoyment is expressed by the number of received points. The more enjoyable the activity was, the higher number of points it received.

Graph 2. Overall ranking of the listed activities in terms of their enjoyment.

In terms of usefulness, all activities ranked either as rather useful (10 activities) or as a little useful (1 activity) (please see the Graph 3). There were three activities rated the most useful: Answer the Question and Find the Pairs from the group of tasks focused on listening and comprehension, and About the Character, an activity fostering written production. As I have suggested earlier, the students completed and rated the activity Answer the Question first, and naturally, they might have been somewhat influenced by this fact of the matter when making their decisions.
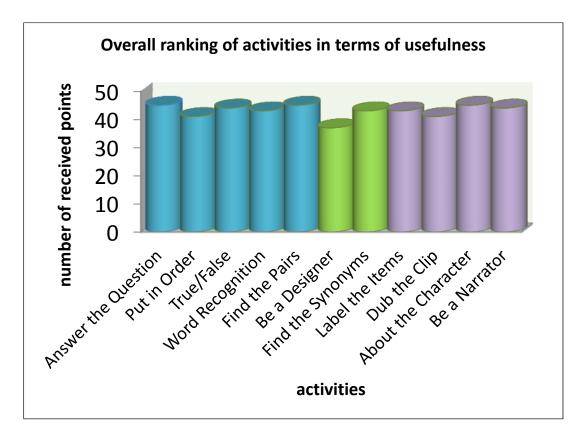

Graph 3. Results showing the usefulness of the activities.

Both the activities Find the Pairs and About the Character prove the students´ further understanding of the particular spoken discourse of the video. Moreover, the activity About the Character challenges students to use the newly acquired as well as the already existing knowledge of the language. For that reason, the results may imply that the students considered the usefulness of the activities from the following point of view: rather than the task helping them comprehend the content of the video, they seem to have found useful such an activity where they already practice and test the new language.

Finally, the graph 4 illustrates how the students rated all activities in terms of their usefulness. Again, I used the color differentiation to indicate the individual activities of the following groups: blue color represents listening and comprehension activities; green color

shows the activities of vocabulary use; and violet color illustrates the activities enhancing written and oral production. The usefulness is expressed by the number of received points.

Graph 4. Overall ranking of the listed activities in terms of their usefulness.

Based on the collected results, we have decided not to exclude any of the activities from the program. It was consequently defined that a variety of activities used for each video will be set, and those activities with the lowest enjoyment and usefulness ratings will be applied less frequently (namely Put in Order and Find the Synonyms as the least enjoyable and Be a Designer and Put in Order as the least useful). However, in order to maintain certain standards of activities being enjoyable and useful, it is necessary to choose activities from all three groups of skills, change them evenly, and create such variations that would ensure the desired level while respecting the nature of the video and the language content.

In this chapter, the results acquired from the participants of the research were presented. All data referring to the enjoyment, difficulty, use of different tools and usefulness of the tested activities were analyzed. Sequentially, commentaries regarding each assessed activity and an overall summary of the results followed. Several conflicting

issues occurred in the results and their subsequent analysis. Such limitations of the research are covered in the following chapter, together with the pedagogical implications and further suggestions for research.

V. IMPLICATIONS

In this chapter, I summarize the conducted research considering three aspects. First, I present recommendations how particular findings of the research might be of any use to other teachers. Furthermore, I reveal some drawbacks of the entire research that were noticed within the testing and the analysis that followed. And finally, I introduce suggestions how this research might be broadened or extended.

Implications for Teaching

Based on the research, using short video sequences together with completing all related activities proved itself to be a quite enjoyable method in teaching English, both for the students, and the teachers. Furthermore, the findings of the research enabled us to obtain some valuable pieces of information, listed below, which may help us, teachers, use the videos more effectively.

The results suggested that students find more enjoyable such activities that are new, unusual or less common than those, they are already familiar with. This study offers a number of activities, more than half of which are rather uncommon. However, when used repeatedly, all activities become familiar eventually. So, based on this research, we may assume that even a small variation or a new element in already well-known activity can make it more enjoyable.

The perception of enjoyment of activities, as we can deduce from the results, can also be related to the succession of the activities, their variation as well as their language content. The tendency in the rating suggested that those activities completed as the first ones (either from the total number or from the group of activities aimed at different skills) seemed to have been assessed as more enjoyable than others. It is therefore advisable to use a modified variety of suitable activities for each video we intend to use in our lessons and to avoid always starting with the same activity, e.g. with Answer the Questions. Apparently, the language content has a considerable role as well. Our research was aimed at adult learners, with their level of English being A2-B2; however, most of the listed activities are presumably suitable also for younger learners (pre-secondary and secondary level). It is important; nevertheless, to take into account the age and level of the students and to make sure those aspects correspond with the language content of the video and the related activities.

In terms of the usefulness of the activities, the results implied, that the use of dictionaries is not insignificant as it may seem. Those students who use dictionaries seem to acquire a better or more exact understanding of the video content as well as of the language used in the activity. Subsequently, the student´s confidence in the usefulness of each particular activity may increase. It is necessary to point out; however, that the monolingual dictionary is not always the best choice. The results showed that some of the participants were discouraged when they found out that the program included only a link to a monolingual dictionary tool. In such activities like Label the Items, bilingual dictionaries would obviously be more suitable, if students needed to look up the required vocabulary items in their native language.

There are other presumptions resulting from the research. Those; however, have not been clearly proved, and therefore they are not further described. That leads us to contemplate about the drawbacks of the research which are further discussed in the following section.

Limitation of the Research

Even though prepared carefully, the research part of the thesis involving a pilot version testing and its analysis, implied several limitations. The main deficiency lies in the number of participants that was considered to be insufficient and much smaller than desired right from the start. It was; however, decided to carry out the testing anyway, due to several deadlines that had to be met. Regrettably, the implications resulting from the conducted research cannot therefore be fully generalized.

When analyzing the usefulness of the individual activities, we came to a conclusion that some of the students may have had a different criterion for assessing the usefulness. We believe some students considered an activity more useful when they could already practice and prove the newly acquired language. Our criterion was heading more towards the question how the particular activity helped the student comprehend the content of the video. As a result of the poor specification of the assessing question the answers cannot be interpreted clearly, but must be considered with regard to the nature of each activity.

When rating difficulty, the students were asked to assess the difficulty of the language with some activities because the language was the key element in them and it was necessary for us to obtain information regarding the language content, its difficulty and

maintained level. With other activities, the students rated how difficult it was for them to carry out the activity. The new, uncommon, or specifically designed activities were of concern. In this case, we needed the students´ feedback for possible imperfections to be revealed. This fact; however, devalued any general assessment of difficultness.

Last but not least, the selected method of the research turned out to be slightly insufficient. We believe that completing eleven activities and then rating all of them consecutively may have distorted the students´ perceiption of those activities. We presume the questions related to such-and-such activity should have been given to the students right after they completed that particular activity. That would have enabled us to obtain immediate and clearer views on the presented activities.

Suggestions for Further Research

As the limitations, described in the previous section, imply, the research could be further improved in two major aspects: number of participants involved in the study, and some altered, better-formulated questions that would follow immediately after the completion of the activity.

It was also registered in the course of analyzing the answers that in some cases, the difficulty of the activity seemed to have influenced the overall enjoyment. In another case; however, such tendency was not confirmed and it was in fact disproved. Further study could thus involve an objective to find out whether difficulty of an activity or its certain degree influences the overall enjoyment.

Another question that arose from the research and could be addressed in another study is to grasp and further analyze the relation between the effort of a student spent to carry out an activity and his or her perception of its usefulness. The results of our study moderately suggested that there might be a relation between these two aspects.

As we can see, this chapter covered ways how the findings of the research may be further implied in teaching; aspects that seemed to have been restricting the study; and proposals how the existing research could be further and productively extended as well as suggestions for a related study .

VI. CONCLUSION

Using short videos in teaching English can be without a doubt a great asset of a teacher´s repertoire of activities, considering the fast developing technology, accessible equipment of classrooms and growing popularity of visual arts. Using short video clips can be considered a versatile teaching tool for a number of reasons. Unlike other tools, one of the fundamental features of videos is the visual dimension, which attracts the learners' attention. It also helps to develop all four language skills. Scrivener (2005), however, aptly observes:" Video is simply another classroom tool; it doesn´t do the teaching for you" (p. 351). It is therefore essential to apply the most suitable activities in order for the video to be exploited in the most effective way.

The goal of the thesis, which was aimed at adult learners, was to analyze a number of selected activities from the perspective of their enjoyment and usefulness. The activities were divided into three groups depending on the focused language skill. The research showed that the respondents found all the presented activities similarly enjoyable and useful, however, new, unusual activities proved themselves to be slightly more enjoyable.

Based on the findings of the research, it may be concluded that the diversity of activities related to the video, their exchange and modification, as well as their focus on individual language skills, represent the most determining factors for the students and their work with short videos.

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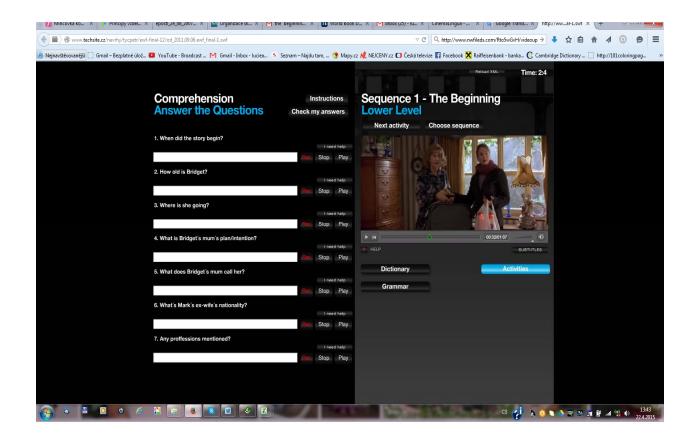
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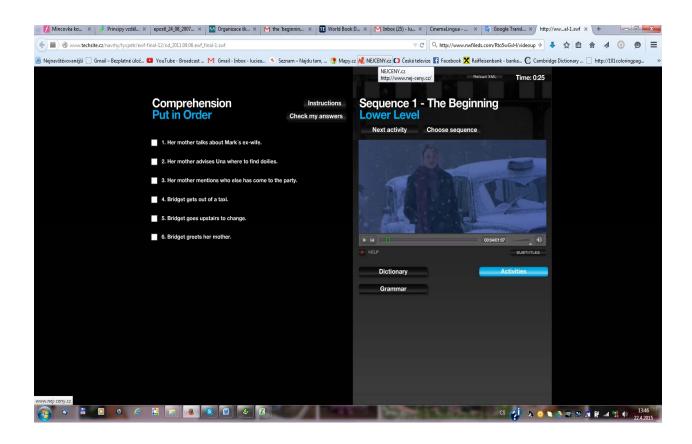
APPENDIX A
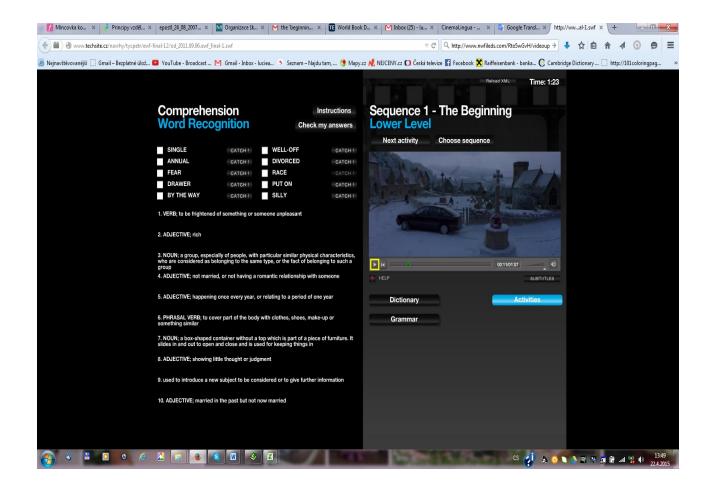
Answer the Questions - printscreen
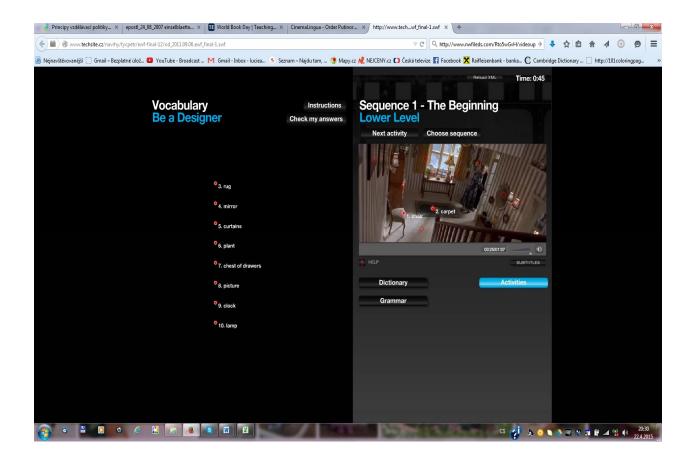
APPENDIX B

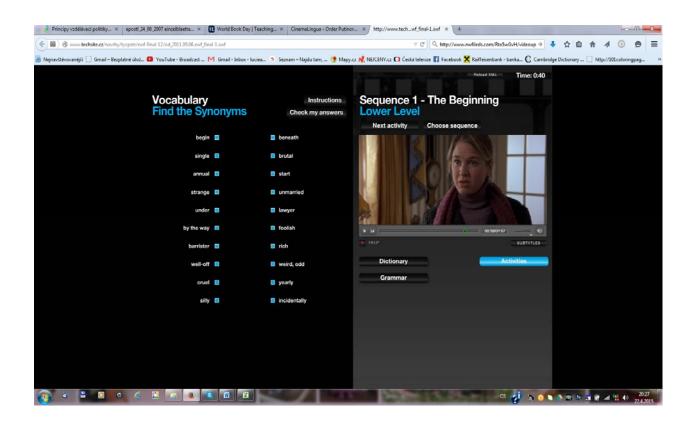*Put in Order - printscreen*

APPENDIX C

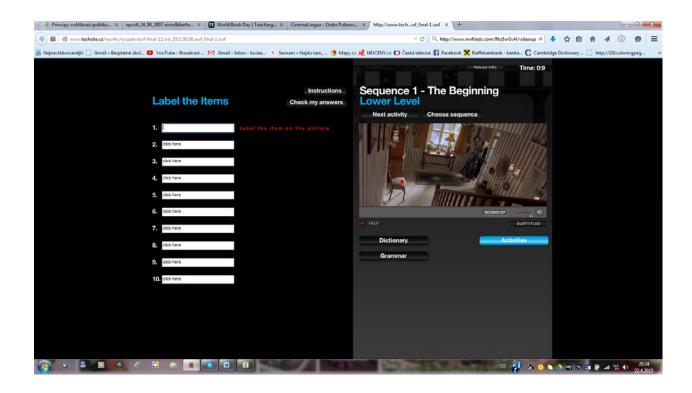*Word Recognition - printscreen*

APPENDIX D

Be a Designer - printscreen

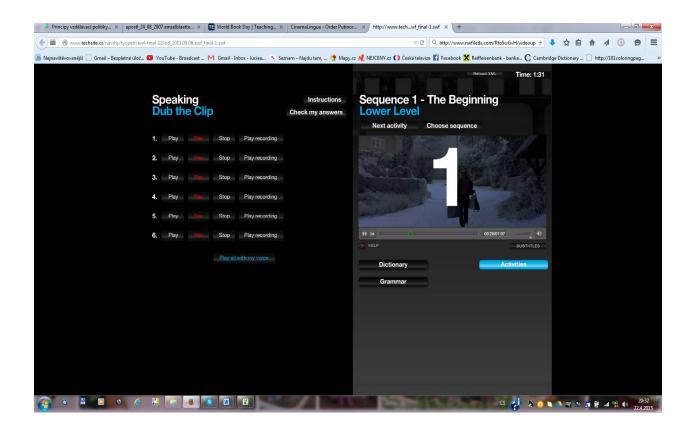APPENDIX E

Find the Synonyms - printscreen

APPENDIX F

Label the Items - printscreen

APPENDIX G

Dub the Clip - printscreen

APPENDIX H

Questionnaire in English

Evaluation of individual activities

Answer the Questions

1) How would you grade this activity in terms of enjoyment? It was: 1-very enjoyable / 2-quite enjoyable / 3 – a little enjoyable / 4 – not very enjoyable / 5 – not enjoyable at all.

2) Language in this activity was for me: too difficult / rather difficult, but manageable / 3 – a little difficult, yet still challenging/ 4 – not very difficult/ 5 – not difficult at all and therefore boring.

3) Did you use the options from the ´I need help´ tool? If so, in how many questions? Specify:

4) Did you use a dictionary in order to be able to provide answers? Yes / No (how often/how many times?)

5) This activity was for me: very useful / rather useful / a little useful / not very useful / not useful at all.

6) Was there anything you missed? What /why? Do you have any other comments?

Put in Order

1) How would you grade this activity in terms of enjoyment? It was: 1-very enjoyable / 2-quite enjoyable / 3 – a little enjoyable / 4 – not very enjoyable / 5 – not enjoyable at all

2) Language in this activity was for me: too difficult / rather difficult but manageable / 3 – a little difficult but challenging/ 4 – not very difficult/ 5 – not difficult at all and therefore boring

3) Did you use a dictionary in order to be able to provide answers? Yes / No (how often/how many times?

4) This activity was: very useful / rather useful / a little useful / not very useful / not useful at all?

5) Was there anything you missed? What /why? Do you have any other comments?

True or False

1) How would you grade this activity in terms of enjoyment? It was: 1-very enjoyable / 2- quite enjoyable / 3 – a little enjoyable / 4 – not very enjoyable / 5 – not enjoyable at all

2) Language in this activity was for me: too difficult / rather difficult but manageable / 3 – a little difficult but challenging / 4 – not very difficult/ 5 – not difficult at all and therefore boring

3) Did you use the options from the ´I need help´ tool? If so, in how many questions? Specify

4) Did you use a dictionary in order to be able to provide answers? Yes / No (how often/how many times?)

5) This activity was for me: very useful / rather useful / a little useful / not very useful / not useful at all?

6) Was there anything you missed? What /why? Do you have any other comments?

Word Recognition

1) How would you grade this activity in terms of enjoyment? It was: 1-very enjoyable / 2- quite enjoyable / 3 – a little enjoyable / 4 – not very enjoyable / 5 – not enjoyable at all

2) Language in this activity was for me: too difficult / rather difficult but manageable / 3 – a little difficult but challenging/ 4 – not very difficult/ 5 – not difficult at all and therefore boring

3) Did you use a dictionary at any time of the activity completion? Yes / No (how often/how many times?

4) This activity was: very useful / rather useful / a little useful / not very useful / not useful at all?

5) Was there anything you missed? What /why? Do you have any other comments?

Find the Pairs

1) How would you grade this activity in terms of enjoyment? It was: 1-very enjoyable / 2- quite enjoyable / 3 – a little enjoyable / 4 – not very enjoyable / 5 – not enjoyable at all

2) This activity was for me: too difficult / rather difficult but manageable / 3 – a little difficult but challenging / 4 – not very difficult/ 5 – not difficult at all and therefore boring

3) This activity was for me: very useful / rather useful / a little useful / not very useful / not useful at all?

4) Was there anything you missed? What /why? Do you have any other comments?

Be a Designer

1) How would you grade this activity in terms of enjoyment? It was: 1-very enjoyable / 2- quite enjoyable / 3 – a little enjoyable / 4 – not very enjoyable / 5 – not enjoyable at all

2) Language in this activity was for me: too difficult / rather difficult but manageable / 3 – a little difficult but challenging/ 4 – not very difficult/ 5 – not difficult at all and therefore boring

3) Did you use a dictionary at any time of the activity completion? Yes / No (how often/how many times?

4) This activity was: very useful / rather useful / a little useful / not very useful / not useful at all?

5) Was there anything you missed? What /why? Do you have any other comments?

Find the Synonyms

1) How would you grade this activity in terms of enjoyment? It was: 1-very enjoyable / 2- quite enjoyable / 3 – a little enjoyable / 4 – not very enjoyable / 5 – not enjoyable at all

2) Language in this activity was for me: too difficult / rather difficult but manageable / 3 – a little difficult but challenging/ 4 – not very difficult/ 5 – not difficult at all and therefore boring

3) Did you use a dictionary at any time of the activity completion? Yes / No (how often/how many times?

4) This activity was: very useful / rather useful / a little useful / not very useful / not useful at all?

5) Was there anything you missed? What /why? Do you have any other comments?

Label the Items

1) How would you grade this activity in terms of enjoyment? It was: 1-very enjoyable / 2-quite enjoyable / 3 – a little enjoyable / 4 – not very enjoyable / 5 – not enjoyable at all

2) This activity was: too difficult / rather difficult but manageable / 3 – a little difficult / 4 – not very difficult/ 5 – not difficult at all and therefore boring

3) Did you use a dictionary at any time of the activity completion? Yes / No (how often/how many times?

4) This activity was: very useful / rather useful / a little useful / not very useful / not useful at all?

5) Was there anything you missed? What /why? Do you have any other comments?

Dub the Clip

1) How would you grade this activity in terms of enjoyment? It was: 1-very enjoyable / 2-quite enjoyable / 3 – a little enjoyable / 4 – not very enjoyable / 5 – not enjoyable at all

2) This activity was: too difficult / rather difficult, but manageable / 3 – a little difficult, but challenging / 4 – not very difficult/ 5 – not difficult at all and therefore boring

3) This activity was: very useful / rather useful / a little useful / not very useful / not useful at all?

4) Was there anything you missed? What /why? Do you have any other comments?

About the Character

1) How would you grade this activity in terms of enjoyment? It was: 1-very enjoyable / 2- quite enjoyable / 3 – a little enjoyable / 4 – not very enjoyable / 5 – not enjoyable at all

2) This activity was: too difficult / rather difficult but manageable / 3 – a little difficult / 4 – not very difficult/ 5 – not difficult at all and therefore boring

3) This activity was: very useful / rather useful / a little useful / not very useful / not useful at all?

4) Was there anything you missed? What /why? Do you have any other comments?

Be a Narrator

1) How would you grade this activity in terms of enjoyment? It was: 1-very enjoyable / 2- quite enjoyable / 3 – a little enjoyable / 4 – not very enjoyable / 5 – not enjoyable at all

2) This activity was: too difficult / rather difficult but manageable / 3 – a little difficult / 4 – not very difficult/ 5 – not difficult at all and therefore boring

3) This activity was: very useful / rather useful / a little useful / not very useful / not useful at all?

4) Was there anything you missed? What /why? Do you have any other comments?

APPENDIX I

Questionnaire in Czech

Dotazník – hodnocení jednotlivých aktivit

Answer the Questions (Odpovězte na otázky)

1) Jak byste ohodnotili tuto aktivitu z pohledu zábavnosti? Byla: 1-velmi zábavná / 2-docela zábavná / 3 – trochu zábavná / 4 – moc zábavná nebyla / 5 – nebyla vůbec zábavná.

2) Jazyková úroveň této aktivity pro mě byla: příliš obtížná / celkem obtížná, nicméně zvládnutelná / 3 – trochu obtížná, přesto bylo možné posunout se vpřed / 4 – nebyla příliš obtížná / 5 – nebyla vůbec obtížná a tudíž nudná.

3) Využili jste možnosti použít nástroj ´potřebuji pomoc´? Jestliže ano, asi v kolika otázkách? Prosím specifikujte:

4) Použili jste slovník, abyste byli schopní odpovědět? Ano / Ne (jak často/kolikrát?)

5) Tato aktivita pro mě byla: velmi užitečná / celkem užitečná / trochu užitečná / nebyla příliš užitečná / nebyla vůbec užitečná.

6) Postrádali jste v aktivitě něco? Co/proč? Máte jakýkoliv další komentář?

Put in Order (Dejte do správného pořadí)

1) Jak byste ohodnotili tuto aktivitu z pohledu zábavnosti? Byla: 1-velmi zábavná / 2-docela zábavná / 3 – trochu zábavná / 4 – moc zábavná nebyla / 5 – nebyla vůbec zábavná.

2) Jazyková úroveň této kctivity pro mě byla: příliš obtížná / celkem obtížná, nicméně zvládnutelná / 3 – trochu obtížná, přesto bylo možné posunout se vpřed / 4 – nebyla příliš obtížná / 5 – nebyla vůbec obtížná a tudíž nudná.

3) Použili jste slovník, abyste byli schopní odpovědět? Ano / Ne (jak často/kolikrát?)

4) Tato aktivita pro mě byla: velmi užitečná / celkem užitečná / trochu užitečná / nebyla příliš užitečná / nebyla vůbec užitečná.

5) Postrádali jste v aktivitě něco? Co/proč? Máte jakýkoliv další komentář?

True or False (Pravda či lež)

1) Jak byste ohodnotili tuto aktivitu z pohledu zábavnosti? Byla: 1-velmi zábavná / 2-docela zábavná / 3 – trochu zábavná / 4 – moc zábavná nebyla / 5 – nebyla vůbec zábavná.

2) Jazyková úroveň této aktivity pro mě byla: příliš obtížná / celkem obtížná, nicméně zvládnutelná / 3 – trochu obtížná, přesto bylo možné posunout se vpřed / 4 – nebyla příliš obtížná / 5 – nebyla vůbec obtížná a tudíž nudná.

3) Využili jste možnosti použít nástroj ´potřebuji pomoc´? Jestliže ano, asi v kolika otázkách? Prosím specifikujte:

4) Použili jste slovník, abyste byli schopní odpovědět? Ano / Ne (jak často/kolikrát?)

5) Tato aktivita pro mě byla: velmi užitečná / celkem užitečná / trochu užitečná / nebyla příliš užitečná / nebyla vůbec užitečná.

6) Postrádali jste v aktivitě něco? Co/proč? Máte jakýkoliv další komentář?

Word Recognition (Rozpoznejte jednotlivá slova)

1) Jak byste ohodnotili tuto aktivitu z pohledu zábavnosti? Byla: 1-velmi zábavná / 2-docela zábavná / 3 – trochu zábavná / 4 – moc zábavná nebyla / 5 – nebyla vůbec zábavná.

2) Jazyková úroveň této aktivity pro mě byla: příliš obtížná / celkem obtížná, nicméně zvládnutelná / 3 – trochu obtížná, přesto bylo možné posunout se vpřed / 4 – nebyla příliš obtížná / 5 – nebyla vůbec obtížná a tudíž nudná.

3) Použili jste někdy během aktivity slovník? Ano / Ne (jak často/kolikrát?)

4) Tato aktivita pro mě byla: velmi užitečná / celkem užitečná / trochu užitečná / nebyla příliš užitečná / nebyla vůbec užitečná.

5) Postrádali jste v aktivitě něco? Co/proč? Máte jakýkoliv další komentář?

Be a Designer (Najděte stejné páry)

1) Jak byste ohodnotili tuto aktivitu z pohledu zábavnosti? Byla: 1-velmi zábavná / 2-docela zábavná / 3 – trochu zábavná / 4 – moc zábavná nebyla / 5 – nebyla vůbec zábavná.

2) Aktivita jako taková pro mě byla: příliš obtížná / celkem obtížná, nicméně zvládnutelná / 3 – trochu obtížná, přesto bylo možné posunout se vpřed / 4 – nebyla příliš obtížná / 5 – nebyla vůbec obtížná a tudíž nudná.

3) Tato aktivita pro mě byla: velmi užitečná / celkem užitečná / trochu užitečná / nebyla příliš užitečná / nebyla vůbec užitečná.

4) Postrádali jste v aktivitě něco? Co/proč? Máte jakýkoliv další komentář?

Be a Designer (Staňte se návrhářem)

1) Jak byste ohodnotili tuto aktivitu z pohledu zábavnosti? Byla: 1-velmi zábavná / 2-docela zábavná / 3 – trochu zábavná / 4 – moc zábavná nebyla / 5 – nebyla vůbec zábavná.

2) Jazyková úroveň této aktivity pro mě byla: příliš obtížná / celkem obtížná, nicméně zvládnutelná / 3 – trochu obtížná, přesto bylo možné posunout se vpřed / 4 – nebyla příliš obtížná / 5 – nebyla vůbec obtížná a tudíž nudná.

3) Použili jste někdy během aktivity slovník? Ano / Ne (jak často/kolikrát?)

4) Tato aktivita pro mě byla: velmi užitečná / celkem užitečná / trochu užitečná / nebyla příliš užitečná / nebyla vůbec užitečná.

5) Postrádali jste v aktivitě něco? Co/proč? Máte jakýkoliv další komentář?

Find the Synonyms (Najděte synonymní výrazy)

1) Jak byste ohodnotili tuto aktivitu z pohledu zábavnosti? Byla: 1-velmi zábavná / 2-docela zábavná / 3 – trochu zábavná / 4 – moc zábavná nebyla / 5 – nebyla vůbec zábavná.

2) Jazyková úroveň této aktivity pro mě byla: příliš obtížná / celkem obtížná, nicméně zvládnutelná / 3 – trochu obtížná, přesto bylo možné posunout se vpřed / 4 – nebyla příliš obtížná / 5 – nebyla vůbec obtížná a tudíž nudná.

3) Použili jste někdy během aktivity slovník? Ano / Ne (jak často/kolikrát?)

4) Tato aktivita pro mě byla: velmi užitečná / celkem užitečná / trochu užitečná / nebyla příliš užitečná / nebyla vůbec užitečná.

5) Postrádali jste v aktivitě něco? Co/proč? Máte jakýkoliv další komentář?

Label the Items (Pojmenujte jednotlivé předměty)

1) Jak byste ohodnotili tuto aktivitu z pohledu zábavnosti? Byla: 1-velmi zábavná / 2-docela zábavná / 3 – trochu zábavná / 4 – moc zábavná nebyla / 5 – nebyla vůbec zábavná.

2) Aktivita jako taková pro mě byla: příliš obtížná / celkem obtížná, nicméně zvládnutelná / 3 – trochu obtížná, přesto bylo možné posunout se vpřed / 4 – nebyla příliš obtížná / 5 – nebyla vůbec obtížná a tudíž nudná.

3) Použili jste někdy během aktivity slovník? Ano / Ne (jak často/kolikrát?)

4) Tato aktivita pro mě byla: velmi užitečná / celkem užitečná / trochu užitečná / nebyla příliš užitečná / nebyla vůbec užitečná.

5) Postrádali jste v aktivitě něco? Co/proč? Máte jakýkoliv další komentář?

Dub the Clip (Nadabujte si klip)

1) Jak byste ohodnotili tuto aktivitu z pohledu zábavnosti? Byla: 1-velmi zábavná / 2-docela zábavná / 3 – trochu zábavná / 4 – moc zábavná nebyla / 5 – nebyla vůbec zábavná.

2) Aktivita jako taková pro mě byla: příliš obtížná / celkem obtížná, nicméně zvládnutelná / 3 – trochu obtížná, přesto bylo možné posunout se vpřed / 4 – nebyla příliš obtížná / 5 – nebyla vůbec obtížná a tudíž nudná.

3) Tato aktivita pro mě byla: velmi užitečná / celkem užitečná / trochu užitečná / nebyla příliš užitečná / nebyla vůbec užitečná.

4) Postrádali jste v aktivitě něco? Co/proč? Máte jakýkoliv další komentář?

About the Character (Charakterizujte postavy)

1) Jak byste ohodnotili tuto aktivitu z pohledu zábavnosti? Byla: 1-velmi zábavná / 2-docela zábavná / 3 – trochu zábavná / 4 – moc zábavná nebyla / 5 – nebyla vůbec zábavná.

2) Aktivita jako taková pro mě byla: příliš obtížná / celkem obtížná, nicméně zvládnutelná / 3 – trochu obtížná, přesto bylo možné posunout se vpřed / 4 – nebyla příliš obtížná / 5 – nebyla vůbec obtížná a tudíž nudná.

3) Tato aktivita pro mě byla: velmi užitečná / celkem užitečná / trochu užitečná / nebyla příliš užitečná / nebyla vůbec užitečná.

4) Postrádali jste v aktivitě něco? Co/proč? Máte jakýkoliv další komentář?

Be a Narrator (Staňtě se vypravěčem)

1) Jak byste ohodnotili tuto aktivitu z pohledu zábavnosti? Byla: 1-velmi zábavná / 2-docela zábavná / 3 – trochu zábavná / 4 – moc zábavná nebyla / 5 – nebyla vůbec zábavná.

2) Aktivita jako taková pro mě byla: příliš obtížná / celkem obtížná, nicméně zvládnutelná / 3 – trochu obtížná, přesto bylo možné posunout se vpřed / 4 – nebyla příliš obtížná / 5 – nebyla vůbec obtížná a tudíž nudná.

3) Tato aktivita pro mě byla: velmi užitečná / celkem užitečná / trochu užitečná / nebyla příliš užitečná / nebyla vůbec užitečná.

4) Postrádali jste v aktivitě něco? Co/proč? Máte jakýkoliv další komentář?

SHRNUTÍ

Diplomová práce se zabývá tématem využití krátkých videí ve výuce anglického jazyka. Teoretická část poskytuje odpověď na otázku, proč jsou videa v době rychle se rozvíjející a stále se zdokonalující technologie poutavým prvkem, a mohou být považována za významný nástroj při výuce anglického jazyka. Diplomová práce se zde dále zabývá jednotlivými dovednostmi, které aktivity, založené na práci s krátkými videi, rozvíjejí. V závěru teoretické části je uvedeno (v porovnání s ostatními věkovými kategoriemi) čím je dospělý student specifický, a jaké výhody a úskalí skýtá práce s ním.

V praktické části diplomové práce je prezentována výzkumná část, jenž byla součástí pilotážního testování nově vypracovaného výukového programu. Výzkum proběhl formou dotazníkového šetření a jeho hlavním cílem bylo zjistit, které z testovaných aktivit, zaměřených na různé dovednosti, byly z pohledu dospělého studenta anglického jazyka shledány nejužitečnějšími. Druhým sledovaným prvkem šetření byla zábavnost těchto aktivit. Výsledky přinesly zajímavé zjištění, že hodnocené aktivity se zásadně neliší, s ohledem na sledované prvky. Z analýzy výsledků lze však usuzovat, že určujícími faktory pro studenty a jejich práci s krátkými videi, jsou rozmanitost souvisejících aktivit, jejich střídání a zaměření na jednotlivé dovednosti.