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**VYUŽITÍ KRÁTKÝCH VIDEOKLIPŮ VE VÝUCE  
ANGLICKÉHO JAZYKA**

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**Thesis**

**THE USE OF SHORT VIDEO CLIPS IN ENGLISH  
LANGUAGE TEACHING**

**Jan Vysloužil**

**Plzeň 2017**

Tato stránka bude ve svázané práci Váš původní formulář *Zadáni dipl. práce*

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*V Plzni dne 30. Června 2017*

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Jan Vysloužil

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## **ABSTRACT**

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This thesis is focused on the use of short video clips in English language teaching. It provides the terminology concerning digital video clips and explains that technology has come far enough to allow teachers to work with video clips which they can find on the internet and incorporate them into the design of their lessons. The main challenge of using video clips is that students and teachers can have pre-conceived notions about them and may consider their main purpose to be only entertainment while video clips are in fact a perfectly viable tool to be used in the classrooms. One of the most compelling reasons for using short video clips is that they can offer not only the opportunity to practice language skills but they can also provide rich visual imagery resulting in a complex audio visual package. The overall results of the research for this thesis were that the most enjoyable types of video clips were a comedy sketch and an animated TV show of genre comedy. The participants also expresses that in their free time they prefer watching English videos over videos in other languages and while doing so they prefer using English subtitles.

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## I. INTRODUCTION

To begin with, I often used short video clips in my teaching practice and saw a great potential not only for teaching but also for research. Because of that I chose to conduct research about short video clips and the skills practiced while using them in ELT. I believe that watching English video content and especially short video clips improved my English proficiency and I wanted to find out whether students have a similar outlook at this subject matter.

The chapter of this thesis called theoretical background is divided into several sections. The first section deals with the definition of what the terms video and video clips represent. Similarly it explains the difference between digital and non-digital video. Furthermore, this part explains why the generation to which the students participating in the research belong to is called digital natives. Following that this part also outlines the contemporary use of technology in the classrooms.

Another section of the theoretical background describes the reasons for the use of video in education, the challenges of the use of short video clips and the motivation of students concerning working with videos and their expectations about it. This part also describes the challenges associated with the use of video in a classroom.

The next part of this chapter explains how to work with video clips in a classroom. More specifically it is divided into three parts, the preview activities, the viewing activities and the follow-up activities.

The following part of the theoretical background describes the skills used while using short video clips during ELT lessons. It is divided into four main parts which are listening, reading speaking and writing. As the main focus of the research for this thesis is using a listening activity, the theoretical background also focuses on listening and this part is further divided into eight sub sections which are processing sound, redundancy, discourse boundaries, delay between reception and production, top-down and bottom up skills, listening and visual stimuli, activating the knowledge, instructions and selective listening.

Next skill which is described is reading and the section devoted to it is further divided into four sub sections which are intensive and extensive reading, skimming and scanning, comprehension of content , reading aloud and silently and coherence. Following reading, the remaining skills speaking and writing are described and the chapter called theoretical background is concluded with a section which summarizes the whole chapter.

The next chapter called methods is divided into three main parts. The first one outlines the background and purpose of the research. The second one describes its participants and the last part describes the methods for the gathering of the research data.

Following the chapter methods there is the final chapter called results and commentaries which provides the analysis of the results which were acquired using the research methods. The data provided by the questionnaires are analyzed, interpreted and accompanied by commentaries. The thesis also includes a chapter describing the implications for teaching which resulted from the analysis and introduces limitations of the research along with suggestions for further research concerning the subject matter of the thesis.

## II. THEORETICAL BACKGROUND

This chapter of the thesis contains the theoretical background concerning the use of short video clips in English language teaching which is necessary for the consequent research of the enjoyment of types of short video clips and the opinions of the participating students about English video clips.

### **What is video**

In order to address the use of short video clips in English language teaching, one must first define what the term video and video clips denote. Therefore, the aim of this section is to explain these terms. For this task I chose a medium which I find the most useful. In 2014, I completed a thesis where I conducted a comparison of selected contemporary English dictionaries including their electronic counterparts. In total, I compared four dictionaries and their electronic counterparts. The conclusion was that the one closest to an ideal dictionary for an advanced English language learner is the Longman Dictionary of Contemporary English (2009) and its corresponding electronic counterpart. Consequently, I decided to use it (LDOCE) for my searches and arguments concerning this thesis but also used Merriam-Webster to maintain variety.

### **Video and Video Clip**

Lonegarn (1990) states that "video is an audio-visual medium; the sound and the vision are separate components, though normally played together." (p. 73). The LDOCE lists the term video and the corresponding entry offers several definitions. The first one states that video is "a copy of a film or television programme, or a series of events" (2009). The next meaning assumes that video, rather than being a physical or virtual object, can be "the process of recording or showing television programmes, films, real events etc..." Considering language teaching, video is a medium through which teachers work with their classes. Merriam-Webster online dictionary offers another view at the meaning of the term video, which is slightly different from the first two as it also defines how is this video content delivered. It presents video as "a recording of a motion picture or television program for playing through a television set" (n.d.). To contrast, what none of the above meanings contain are the broader implications of video in language teaching. This is where Bull & Bell (2010) come in as they expand the rather narrow dictionary approach to defining what video is. They suggest that "as a result of technological advances, the

definition of digital video is also broader than in the past. No longer is 'video' limited to moving images filmed by a video camera. New technologies allow students to combine still images with their own narration for digital storytelling, construct digital animations such as Flash movies, and capture computer displays to create screencasts, resulting in new forms of digital video." (p. 2).

The next item to be defined is the term video clip. Macmillan online dictionary states that video clip is "a short video, often part of a longer recording, that can be used on a website" (n.d.). Video is a medium through which teachers interact with students and video clip is a particular unit of video with a finite duration. Correspondingly, the digital nature of video predetermines where it is most likely going to be found nowadays - on the world wide web. Bull & Bell state that video clips are "short excerpts from movies, television shows, professionally prepared educational videos, or personally created videos" (p.197). Similarly, the LDOCE 5 lists a video clip as a "short part of a film or television programme that is shown by itself." To summarize, the difference between the term 'video' and 'video clip' is that the former term has wide range of meanings concerning "moving pictures" and the latter has one very specific – a short footage of video with a specified length created for a specific purpose.

### **Digital video**

To address the elementary division of video, it can either exist in analog or digital form. In my thesis, I work with digital video. I chose this form of it because in terms of usability today and very likely in the future as well this form will be the only one with the possibility of storing and reproducing media in classrooms in a sustainable manner. Bull & Bell (2010) define digital video as "a long series of 0s and 1s when it is recorded. This enables digital video files to be copied repeatedly without any degradation in quality, because each copy is a clone of the original" (p.196). This phenomenon is applicable to video reproduction as well as the nature of digital video allows the user to play the digital content as many times as needed. Digital video is therefore an ideal form of video to be used in classrooms because of its reusability, ease of use, but most importantly with a hint of ingenuity teachers can easily obtain it without spending monetary resources.

## Types of video clips

In order to use short video clips during lessons, teachers are presented with the task to acquire them. Provided the teachers use a textbook which is accompanied by videos with suitable activities, they can use those, but they can also look for videos online. Teachers can access short videos online for free using the internet video sharing services. As Brophy (2003) states, "hypertext and related software have made it possible to index clips for easy access by users looking for video on topics of interest." (Introduction). One of the video sharing services which has this technology and allows its users to upload videos and comment on them is [www.youtube.com](http://www.youtube.com). According to Fahs (2007) this video sharing network offers the following selection of types of videos:

- Autos & Vehicles Cars, racing, accessorizing, and more
- Comedy Sketches, standup, spoofs, and more
- Entertainment Movies and television
- Film & Animation Short films, stop-motion, animation, and more
- Gadgets & Games Products, video games, technology, and more
- How to & DIY Instruction, training, and more
- Music Bands, singers, songwriters, and more
- News & Politics Current events and commentaries
- People & Blogs Personalities, biographies, artists, and more
- Pets & Animals Dogs, cats, hamsters, and more
- Sports Extreme, competitions, skateboarding, and more
- Travel & Places Vacations, nature, monuments, and more (p. 6).

The teachers are always presented with the task to choose the right video for the right activity. On [www.youtube.com](http://www.youtube.com) they can select a video which is either thematically relevant to the theme of the lesson or a video that will allow the class to practice listening, reading, writing or speaking skills. There are also genres of video clips, while each type of video can belong to genre of video. The largest online video database [www.imdb.com](http://www.imdb.com) (2017) lists that the genres are "action, adventure, animation, biography, comedy, crime, documentary, drama, family, fantasy, film-noir, history, horror, music, musical, mystery romance, sci-fi, sport, thriller, war, western" and the types of video clips on [www.youtube.com](http://www.youtube.com) can belong to either one or more than one genre simultaneously.



## **Digital natives**

In schools, there is now a generation of students who were born in the year 1990 and later, who are able to benefit from using technology which offers interaction with video content. Prensky (2001) calls them 'digital natives.' The technology here is represented by many kinds of consumer electronic devices, but especially computers in all its shapes and forms such as personal computers and hand held devices. Bull & Bell (2010) tackle this subject matter by stating that these students "probably cannot remember a time when video could not be played on a computer." (p. 132). In fact, there are education specialists who would go even further with labeling this generation. In his article about video in ELT (2014), Lewis Lansford, an English language teaching materials writer, developer and a teacher trainer, labels the current generation of students the Generation V, where the V stands for video. He states, that "video isn't just a passive form of entertainment, it's also the mode of delivery for interactive communication, and for information accessed on a daily basis. Our students are accustomed to using video, and we teachers can use that to our advantage."

There is a good reason why the opportunity for the creation of the digital natives generation emerged exactly by the time it did. Goodman (2003) states that "by the early 1980s, the increasing availability of low-cost, high-quality equipment led to the boom in the consumer video market." (p. 11). Because of this low-cost, high-quality tendency the availability and consequently popularity of video keeps steadily rising, especially with the digital natives. Students spend their lives in front of screens and for them, consuming video is quite natural. In fact, they enjoy it so much that they occupy themselves with it even outside of their school time. As Bull & Bell (2010) state, "more and more, digital video is becoming the dominant medium in which students engage - certainly out of school and increasingly in school as well." (p. 129). To conclude, it is only natural that educators focus their attention on a medium which their students are accustomed to and like to engage with not only in class but more importantly in their free time as well.

## **Technology in the classroom**

The integration of technology into teaching is a praxis-proven concept. Goodman (2003) states that "technology has been promoted as a highly efficient instrument that can aid teachers in delivering information to students. This has been the case for the last hundred years, at least" (p. 10-11). Goodman continues by implying that the idea of

presenting video content in a classroom is almost as old as the invention of film itself. He states that "not long after the first films were invented, they were being produced for classroom commercial and non-commercial use. As early as 1910, a 336- page Catalogue of Educational Motion Pictures listed over 1,000 titles that could be rented by schools." (p. 10). Goodman does not further specify, what percentage of this amount of educational films were designed for the use in English teaching, but it is clear that the enthusiasm for using this at the time state of art technology was apparent.

Educators have several ways to make sure the technology which is currently available for schools is used in the best manner possible. The aim is to gain the maximum potential of the technology while ensuring that the mere availability of the technology is not the sole reason for using it. Brophy (2003, Introduction) in broad terms implies that from the initial excitement about a new technology the general view of educators shift to a slightly more realistic one as the research on the subject matter and the consequent praxis confirmation progress. This is the case with video used as a tool in education as well. Brophy (2003) further states that "enthusiasm for video remains high and its use in teacher education is still growing." (Introduction) He implies, that there is still room for further research and although the initial excitement about films and video in education is gone, there is still the will to work with video and there is a lot potential for improvement and further research on the subject matter.

### **Why use video in education**

The technology which allows teachers to use video in their classes has been around for several decades now and students already use technology whenever possible, not only while communicating online, using personal computers and handheld devices, but also to consume digital content including video. Goodman (2003, p. 35) states that "television, film, video, and CD-ROMs present children with a feast of sensory stimulation. They engage almost the full range of senses to tell their story through a complex combination of images, voices, music, sound effects, graphics, and text. And the stories are more likely to be retained by the child viewer than by the child reader because of the rich range of visual and aural information conveyed." It is plausible to argue, that students who are fond of watching video from an early age will likely remain in this state throughout their time in classrooms. This is a compelling reason to encourage the idea of using video in education

since it has a great potential for learning and widespread yet carefully planned use in classrooms. To contrast, Lansford (2014) argues that there are educators who do not recognize video as a proper teaching tool for the sole reason that it is so popular among the youth. He also argues, that way of looking at this subject matter is quite incorrect. For instance, he claims that when practicing a reading activity, the addition of moving pictures can significantly help the teachers to keep the attention of their students during such activity. In other words, the fact that video is very popular should not have a negative effect of the use of video in education and ELT in particular.

Bull and Bell (2010) discuss one significant benefit of using digital video in classes. They mention that before video was digital, the only option was to watch rather long segments of video during lessons. However, nowadays technology allows teachers to easily select precisely what they want to present and pick the exact proper length and theme of the videos they want to use during a lesson. (p. 5). Scrivener (2011) agrees with this idea as he implies that teachers can easily jump to a specific moment within the video clip. Sections of the video can be replayed any number of times and the teacher can pin point the exact spot to do so. Moreover, with some videos, depending on the source, there can be the option to show the students subtitles in English. (p. 377). That way the students can practice more than one language skill at once.

### **Motivation**

In order to make sure students reach the maximum potential of their learning capacity, teachers should aim to either motivate their students, or try to nurture their motivation if they already have it. Bull & Bell (2010) state that "students may arrive in your classroom with preconceptions about watching videos stemming from their experiences watching movies, television, and Internet-based media. Rather than viewing a video with the intended critical eye and careful ear for content, your students may apply habits formed during recreational media consumption." (p. 19). Lonegarn (1990) argues that most viewers think about video as if it was only a form of entertainment. In a way, they are glad that this medium does not demand much of their thinking capacity as they use it as a form of entertainment in an environment that supports this way of using it. (p. 5). However, in a classroom, the nature of environment surrounding the students is quite different from the one at home. As, Lonegarn (1990) emphasizes that, concerning the use of video in a class, there has to be interaction taking place. (p. 5).

According to Brown (2000), concerning learning, there are two main types of motivation, intrinsic and extrinsic. (p. 59). The LDOCE (2009) defines the term 'intrinsic' as "being part of the nature or character of someone or something" and the term 'extrinsic' as "coming from outside or not directly relating to something." Brown (2000) emphasizes that the former is relevant when students are enjoying an activity which they are a part of. The students simply like participating in it without any outer incentive because of the nature of the activity. The latter, extrinsic motivation, is relevant when students know that they are going to be rewarded for their participation in an activity, the will to participate properly does not come from within them. (p. 59). Scrivener (2011) also discusses motivation. He uses the term internal motivation, which in essence corresponds with intrinsic motivation. Similarly, he uses the term external motivation, which is the equivalent for extrinsic motivation. Although Scrivener (2011) uses different terminology than Brown (2000), they agree on the basic division of motivation concerning learning.

The LDOCE (2009) defines the term motivation as "eagerness and willingness to do something without needing to be told or forced to do it." This meaning qualifies as inner motivation. In fact, Brown (2000) argues that the teachers should know the intrinsic motivation of their students. He emphasizes that provided the teachers know the motivation, they can design their lessons in a way that will be in accordance with it. Upon achieving that, students should cooperate with teachers and perform the designed tasks not because they want to be rewarded for their efforts, but because they find the tasks enjoyable, challenging or exciting. (p. 59).

Ur (2012) addresses an idea concerning motivation for completing tasks. To be more particular, she explains that it is possible for teachers to make their text either interesting or the opposite - unappealing to students. She states that "a boring text can be made interesting through a stimulating task, but a boring task can 'kill' a potentially interesting text." (p. 145). The former case is an example of an activity which boosts the intrinsic motivation of students. They have the motivation to complete the tasks because there is something in it for them - they enjoy it. Although Ur uses an example with a reading activity, it is safe to propose that this principal is also applicable to listening or to the combination of listening and reading delivered to students via short video clips.

## **Challenges of working with video**

As with other means of enriching and making ELT lessons effective, with teaching using short video clips there are certain limitations and challenges. One of the most important is that teachers must provide students with proper instructions for the activities with short video clips. According to Scrivener (2011), some teachers can be occasionally tempted to have a 'lazy lesson' as he calls it. This is a lesson where they just play any video during the lesson and provide no instructions. Their motivation to carry out such scenario is that they intend to rather relax instead of making the most of the time in the class. Scrivener argues that this is fine 'once in a while' but it must not become a habit. (p. 376). Another challenge is the limited attention of students. Lonegarn (1990) states that "it is usually difficult for learners to undertake extensive writing - or reading - tasks while watching the screen." (p. 11). However, such activities as extensive writing or reading can be used as a pre-watching and post-watching tasks.

## **Watching short video clips**

Scrivener (2011) provides the following schema for working with video in language classes. He divides the activities associated with video into three categories. With using the first one called 'preview,' teachers prepare students for the upcoming working with video. The category called 'viewing', contains the things that students do while they are watching the video. The last category is called 'follow-up' and this is a place for all the things the students do after watching the video. Scrivener also argues that because video usually contains audio, the same logic can be applied to listening activities. (p. 377).

### **Preview activities**

Scrivener (2011) mentions four typical preview activities.

- A language focus on lexis, function or grammar that will come up on the recording;
- Students predict what will happen from some given information or pictures;
- Student discuss a topic that leads into or is connected with the subject on the recording;
- Students study a worksheet that they will use when watching the recording. (p. 377).

Scrivener (2011) also mentions that the duration of a preparation for a video based activity can range from mere moments up to weeks. To be more particular, when students are studying a certain function for some time, a consequent use of a video activity can function as a tool to deepen their knowledge of the function. It can be just a single activity which functions as a preview task, several activities or the even whole previous lessons can functions as a preview. (p. 378).

Watching usually comprises of exercising several language skills such as listening or reading. McDonough & Shaw (2013) discuss listening in the nowadays available teaching materials. They argue that it has become a custom to accompany main listening activities with pre-listening activities. The purpose of those is to prepare students for the main listening activity. These supplementary activities give the students the necessary context and a point of reference which help them to complete the upcoming tasks and fulfill the learning objectives. The activities can take many forms. One of them can be reading a text with a related topic or guessing what the upcoming main activity is going to be about just from reading the name of it. Another forms can be talking about a picture the teacher has presented to the class or the students can express their opinion on a subject matter which is topically close to the one of the main activity. (pp. 150-153).

## Viewing activities

Describing the use of viewing activities, Scrivener (2011) refers to the 'task-text-feedback circle'.

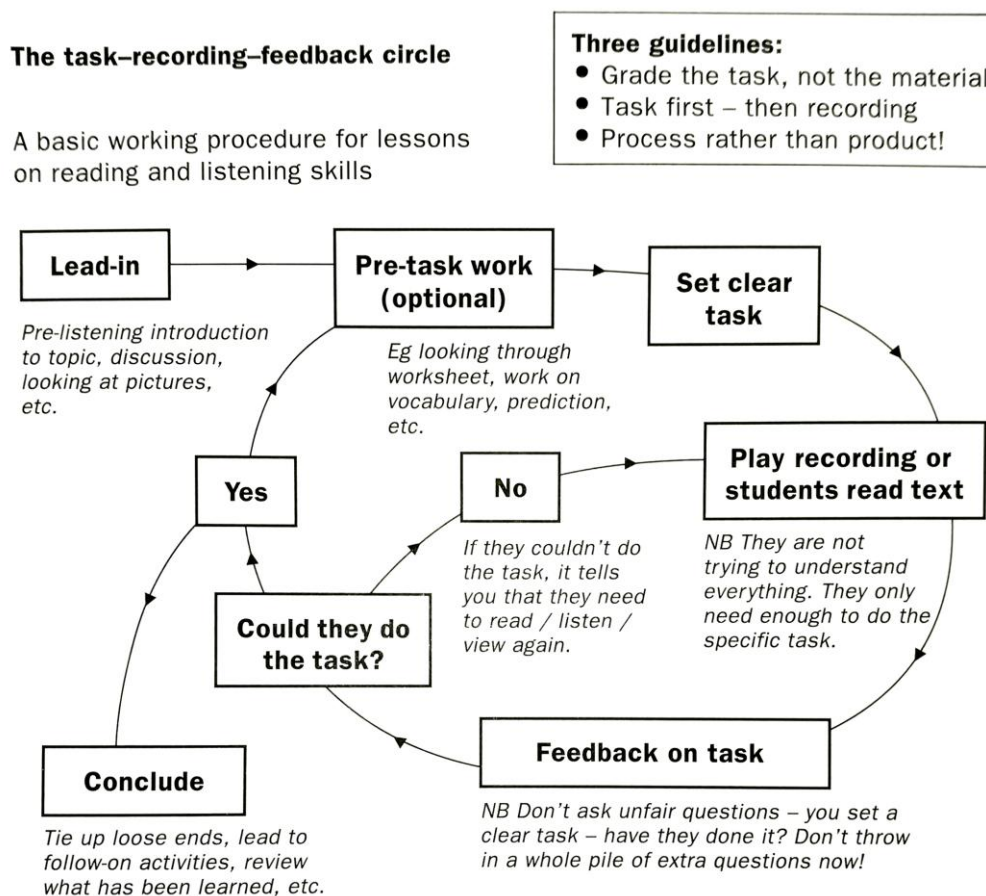


Figure 1. Task-recording-feedback circle.

The scenario on *Figure 1*. can serve as a practical guide to executing viewing activity in a class. The pre-task work mirrors a preview activity mentioned earlier. It is followed by setting proper instructions. After that the students watch the video and work according to their instructions to the best of their ability. Consequently, teachers collect feedback from their students and ask themselves if the task was done successfully. After deciding, they can either dive back into the circle and do different preview tasks, change the instructions, adjust the difficulty and then play the video again or conclude. Naturally, teachers can plan several play troughs in advance, each with specific tasks and for example they can intentionally raise the difficulty with each circle. When the tasks are done, teachers conclude the main viewing activity and continue to the follow-up activities.

### **Follow-up activities**

After working with videos during a lesson, there is a place for an activity which will complement it. Scrivener (2011) calls them 'follow up' activities. McDonough & Shaw (2013), discuss this idea using an example on listening activities. They argue that post-listening activities usually do not primarily exercise the skill of listening itself separately. On the contrary, they will rather exercise the use of listening along with other skills such as reading, speaking or writing. (p. 152). McDonough & Shaw (2013) provide a list of examples of such activities:

Using notes made while listening

Writing a summary

Reading related text

Doing a role play

Writing using the same theme

Studying new grammatical structures

Practicing pronunciation (p. 152).

### **Skills practiced during a lesson**

There are two main categories of skills students of English can acquire on their quest to master the language. Scrivener refers to the first category as receptive skills and to the second as productive skills. The former contains a set of two skills which are listening and reading while the latter comprises of speaking and writing. Scrivener (2011, pp. 211-271).

There is another widely spread division of these skills. In this division the skills are labeled as active and passive. The former includes writing and speaking and the latter reading and listening. However, McDonough & Shaw (2013) argue that such division is not very accurate. By this idea they mean that being passive in a communicative situation means that the party which is receiving the message does next to nothing. Following this



logic, the party which is uttering the message does almost everything in the communicative situation. McDonough & Shaw (2013) explain why this idea is inaccurate. They state that "like the reader, the listener is involved, for instance, in guessing, anticipating, checking, interpreting, interacting and organizing." (p. 137). This means that if either the active or the passive party were in fact completely passive, that is doing next to nothing, they could not be actively practicing any of the four skills. Palmer (2013) clarifies that there is a difference between listening and hearing. He considers the former an active skill and the latter a passive one. While students are only hearing, they are receiving the sound, but are not processing it in any productive way. Listening, on the other hand, is quite different. While practicing listening, students are receiving and processing information and in fact benefit from practicing that skill. (p. 66). To conclude, the distinction between the active and passive skills is valid bearing in mind that the users of language who are practicing any of the above mentioned skills are not completely passive while using them.

### **Listening**

There are several strategies students can use in order to practice the skill of listening. The first one that Scrivener (2011, p. 257) mentions is the one called 'gist listening' or 'extensive listening' which denote a process where students listen in order to understand the general meaning of the text which is being read, spoken or played to them. Their goal is to extract information from the material without any specific focus on details. Next, Scrivener (2011) mentions a strategy which is of an opposite polarity to 'gist listening' and he labels it 'listening for detail'. While using this strategy, students are instructed to listen and look for specific information and not to worry about the general meaning of the listening material. (p. 257).

### ***Processing sound***

In order to achieve sufficient understanding of the listening material being conveyed students need to correctly identify the source language and consequently properly process the incoming sequence of sound segments. McDonough & Shaw (2013) mention the following things the party which is listening must be able to do. First of all, the students have to know a sufficient amount of the vocabulary being used and be able to tell where individual words begin and end. The same principal applies to individual clauses and sentences. All three can pose a problem to various students as it can be quite a challenge in English because of one of its well-known aspects the connected speech.

Secondly, they must be able to understand contracted forms of words. Students also need to understand stress patterns as they can slightly modify the meaning of the conveyed message. (p.144). McDonough & Shaw (2013) discuss the need to understand intonation and its effect on the meaning of sentences and sentence elements. It can be useful for students to know how the meaning of a sentence which is being uttered is influenced by falling or raising intonation. Another idea is that the exact manner of how the conveyed message is constructed in terms of the structures of words, sentences and the vocabulary used, disappears from their memory very quickly. In fact, the shortest amount of time it can take is the matter of seconds. However, the general idea of the message remains longer. (p.144).

### ***Redundancy***

In most speaking situations, the speakers do not use the minimal amount of words to flawlessly and accurately communicate their message. On one hand, they use plenty of filler expressions, paraphrases, very often keep correcting what they have said and plenty of information is also not necessary to be communicated at all. On the other hand, they tend to repeat the information they consider vital to be communicated properly. In this sense, redundancy is very important for a large amount of students, because it gives them the chance to understand the parts of the listening they previously either did not comprehend or possibly completely missed provided they did not pay attention the previous time it has been uttered. Ur (2012, p.104). In fact, McDonough & Shaw (2013) argue that listeners who aim to be extra effective even look for redundant segments on purpose. Upon finding such segments these listeners benefit from the situation by gaining some additional time which they use to sort out what they have absorbed up to that point. (p.143). Undoubtedly, this extra time can be used not only for the processing of what has been communicated towards the listeners but in case of live communication is happening the listeners can use the time to prepare their own message which they then communicate themselves.

### ***Discourse boundaries***

Another way to make sure students are getting the most from either a live speaker or from listening to a recording is to use the right discourse boundaries. These are means of separation which are used to divide live speech or a listening material in a way that makes the material as easy to comprehend as possible. An example of such means can be the use

of the word 'next' to indicate that within a larger speech the previously spoken segment has now come to an end and another is expected to begin immediately. This discourse boundary encourages the students to finish processing the previous segment and then focus on the next one. (McDonough & Shaw, 2013, pp. 143-144).

### ***Delay between reception and production***

Ur (2012) argues that the time between the acquisition of the information students look for in the listening material and the consequent production of it should be kept to a minimum. The reason for that is that they could get discouraged from performing the whole task if they fail to some extent in the beginning of it and might not be motivated enough to finish the whole task at all. (p.107).

### ***Top-down and bottom-up skills***

According to Scrivener (2011) when teachers aim to teach listening, there are two different starting points for them. The first one is using the top-down skill. In order to use it, students come up with the meaning of the communicated message by understanding sounds, words, phrases and sentences first. They start with understanding the smallest elements of the speech and work their way up in order to construct the meaning of the whole message. The second starting point is using the bottom-up skill. In order to understand the message using this skill students begin with larger parts of the message and make their way down by dividing the message and understanding smaller parts of it individually. In order to do that, they also use their beforehand acquired knowledge concerning vocabulary and the general topic of the communicated message. (pp. 257-259). According to McDonough & Shaw (2013) both these skills are a vital part of processing meaning. It depends on the teacher which starting point they choose to use. (p. 144).

### ***Listening and visual stimuli***

In order to effectively communicate on most English speaking occasions, students of English will undoubtedly need to be very good at listening and comprehending what is being communicated. This applies also to teaching using short video clips. Ur (2012, pp. 102-105) highlights the importance of visual stimuli when teaching listening. When teachers use short video clips students can benefit from being able to observe a real speaker who can be in various situations which are relevant to the topic of the lesson.

When students can observe the facial movements and the body language of the speaker either a real one in class or on video, it is likely that they will have a better chance to understand and consequently practice their listening skill.

### *Activating the knowledge*

In order to maximize the potential students have for gaining and improving upon their skill of listening, the teacher should provide well-tailored instructions as well as suitable preparation for the activities. According to Ur (2012), students should be familiar with the topic of the material they are about to work with. Students should be acquainted with the situational context of the material beforehand. Ur argues that this way, they can activate their previously acquired knowledge that is connected with the topic, use it to predict what they will hear and consequently understand the material to the best of their ability. (p.107).

### *Instructions and selective listening*

In order to achieve good result with listening, the teacher must focus the attention of the class with clear instructions. According to Ur (2012, p.107), students receive the instruction which will narrow their focus at a task which will have a clear response such as talking, writing or reacting in a visible manner. Students should know exactly what they are looking for. Also, they should be able to omit the parts of the listening which are not relevant to the intended aim of the current task. Undoubtedly, there is the need for clear instructions to make sure the teacher utilizes the time in class properly. However, Ur also argues here that on certain occasions, no instruction in advance of using the skill of listening can be the right thing to do. She states that the teacher "might provide no pre-set task if the listening text is so interesting and easy to understand that we can be sure students will benefit from listening without the need for a focused goal." The benefit Ur has in mind here concerns listening materials which provide the students with comedic or relieving effect such as jokes, anecdotes, fairy tales and other kinds of stories.

### **Reading**

Another skill, practiced in ELT classes relevant while using short video clips is reading. As aforementioned, it qualifies as an active skill. Ur (2012) emphasizes that reading is not only about reading, but more importantly, it is about understanding. In reading, just as in speaking, there is the need to use both top-down and bottom-up

strategies to reach the maximum one can understand from a given text. To understand the text, students need to use their previous knowledge about the world along with their ingenuity and combine them with their knowledge of the meaning of the vocabulary used in the text. (p. 135-136) Furthermore, in order for students to properly use a receptive skill such as reading, they need to be working with material that is very slightly above the level of what they themselves can produce. (Ur, 2012, p. 103).

### ***Intensive and extensive reading***

Ur (2012) distinguishes between intensive and extensive reading. She explains that the former includes understanding the meaning of the sense units of a text, studying it in detail and at the same time learning of some new language while doing so. Similarly, Scrivener (2011) discusses the term 'reading for detail' which qualifies as intensive reading. Practicing this type of reading, the reader aims to comprehend and extract the maximum amount of detail the text has to offer. (p. 264). Correspondingly, Ur (2012) mentions that the latter, extensive reading, also entails reading materials with the intention to acquire information, but the difference is that with extensive reading, the aim is not to study the language in detail. Ur mentions that the goal here is improving the skill of reading rather than learning new language which she assumes to be incidental when it happens. (p. 29). Scrivener (2011) argues that readers tend to do a lot of extensive reading outside of a classroom, during their everyday routine. (p. 265). Ur (2012) mentions, that extensive reading is better applied on longer texts e.g. stories and on whole books. (p. 146). Because of the nature of both strategies, it can be argued that both can be used while using short video clips during a lesson since clips can have text in them. However, it is undoubtedly more practical to read long texts from a medium the readers can control themselves, such as books rather than from video. To conclude, out of the two strategies mentioned above, intensive reading seem to be a more plausible strategy to be used with short video clips.

### ***Skimming and scanning***

According to Scrivener (2011), there are several strategies to make reading more effective. Scrivener here mentions one particular feature for increasing the effectiveness and that is increasing the speed of reading. He mentions, that most of the other strategies to achieve this goal are in fact mere variations on skimming and scanning. Skimming and scanning are both 'top down' skills and he states that skimming means to "read quickly to get the gist of a passage (e.g. to discover key topics, main ideas, overall theme, basic

structure, etc)." (p. 265). The second strategy is scanning. Scrivener (2011) states that it means to "move eyes quickly over the text to locate a specific piece of the whole text or unpacking any subtleties of meaning." (p. 265).

### ***Comprehension of content***

According to Ur (2012), there are several strategies to understand the content of a text. The first one she mentions is understanding the 'general gist'. For example, while reading a fairy tale students should understand the plot. The next one is 'detailed understanding' which usually entails studying and understanding each sentence separately. The following strategy is 'reading between the lines'. In another words, the students do not derive the meaning of the text just from what is written but also come up with ideas the author did not mentioned explicitly. While reading between the lines, the students can for example try to understand the reason why an author uses emotive language in the text. The last strategy Ur introduces is doing a critical analysis. Here, the students evaluate the level of truthfulness of the text. They can also judge how the text is consistent or how well the ideas of the text are linked logically. (p. 29). Ur (2012) also mentions that in order for the students to understand the text easily they need to be familiar with 95% to 98% of its vocabulary. (p. 135).

### ***Reading aloud and silently***

While practicing the skill of reading in a classroom, students can either read silently or aloud. Ur (2012) argues that reading aloud has several problematic implications. Students have to focus on pronunciation and have to read in a tempo which is ideal for their classmates. Moreover, while reading aloud, they have to reallocate their attention towards the presentation rather than to understanding the text. However, Ur contrasts that there is a place for reading aloud. When the learners have very low proficiency, they can benefit from reading aloud because the teachers can correct their pronunciation. Therefore, she proposes that it is far better for the more advances readers to read silently rather than aloud while the beginners can benefit from reading both silently and aloud. (p.136). In addition, Scrivener (2011) argues, that there is one way in which reading significantly differs from listening. While students can adjust the speed of their silent and loud reading, they cannot do the same with listening because the speed of listening is usually set for the whole classroom. The teacher usually plays a record the way it was meant to be played with set speed which makes the delivery of information and duration of the record

constant. (p. 263). It can be pointed out, that this principle can be applied to teaching with video since it can contain text and listening either separately or alongside one another.

### ***Coherence***

Ur (2012) uses the term 'sense units' which are either sentence elements or whole sentences. When they appear together, they create meaning. Ur argues here that the less sense units there are in a text, the easier and faster it reads. Correspondingly, when there is a large amount of isolated and thematically different sense units, it is difficult to not only read the sentences but also to understand them. (p. 135).

### **Speaking**

To begin with, speaking qualifies as an active skill. It can be practiced as an activity before and after watching a video. In another words, speaking can be the center around which the pre-listening activities and post-listening activities revolve. McDonough & Shaw (2013) mention a link between speaking and listening. They argue that when there is speaking there is usually listening. In this sense, speaking is an interactive skill. However, occasionally it can be perceived as a non-interactive skill provided the speaker does not expect to interact verbally, i.e. during a presentation. (pp. 157-158). McDonough & Shaw (2013) call such conversation 'one-sided'. They clarify, that in order for it to be the opposite, the speakers have to take 'turns'. (p. 167).

Ur (2012) argues that it is far better for students to listen to a well-chosen material (i.e. a video clip) rather than to listen to one another. However, she does not condemn student to student spoken interaction. When the fluency of speaking is the aim of the activity, the idea of the spoken interaction is naturally fitting. However, Ur here continues to argue that in order to develop good listening practice, it is far better for students to be exposed to a listening material which is adequate to the their skill and the aim of the lesson." (pp. 102-105).

### **Writing**

Just as speaking, writing qualifies as an active skill. McDonough & Shaw (2013) state that "writing, like reading, is in many ways an individual, solitary activity: the writing triangle of 'communicating', 'composing' and 'crafting' is usually carried out for an absent readership." (p. 193). McDonough & Shaw (2013) talk about the idea that writing is a

process of encoding a message via proper language means and that during this process the encoders should have in mind for what kind of readership they are encoding. Because of that they should also choose the appropriate style. However, they also argue that very likely, most of the writing that is done in classes is done for the teacher to evaluate. (p. 189).

McDonough & Shaw (2013) mention the idea that writing can overlap with other language skills such as reading, listening and speaking. More specifically, they usually overlap in a pair such as with listening and speaking or writing and reading. However, occasionally even more language skills can overlap. (p. 201).

### **Summary**

This theoretical background explains that the technological advancements of recent decades created the opportunity for using digital video in ELT. One of the ways to do so is to use one of its formats which are short video clips. There is a great potential to use them because students who were born after the year 1990, also called the digital natives, are very fond of this form of audio-visual delivery of content. However, they perceive this medium as a form of entertainment and are discovering that it can be a viable tool which can help them learn English. One of the greatest benefits of them is that there is an astounding amount of them available on the internet and most of them are free to use in the classrooms. This chapter also explains how to work with the videos in class which is ensuring that the teachers use the proper preview activities, viewing activities and follow-up activities. However, the most compelling reason for the use of video clips is that it offers the students not only learning new vocabulary and listening to the proper way the language is supposed to be used, but it also offers visual imagery resulting in a complex audio visual package. The students can therefore use a range of language skills such as listening and reading provided the video clips include text and the activities selected by teachers allow them to use speaking and writing with the video clips. The following chapter of the thesis contains the methods for the comparison of types and genres of video clips and methods for the research about the way students think about English video clips in general.



### III. METHODS

In the next three sections I describe the background and purpose of the research, its participants and the methods for the gathering of the research data.

#### **Background and purpose of the research**

In order to carry out the research for this thesis, I consulted the literature dedicated to the language skills which are necessary to be used while watching videos. Afterwards, I selected a listening activity for the research and consequently the participants were instructed to do the activity and make decisions about several qualities of the viewed clips. Questions about their own perception of the qualities and the usability of different types of videos were also included in the questionnaires.

The practical part of this thesis is divided in two major parts. The first part deals with practicing several language skills such as listening and to a certain extent also reading. It consists of eight videos and one activity. For this part I designed five research questions and presented them to the participants. Their task was to carry out the activity with each of the videos according to the instructions and then answer the given questions. The method I chose to record their opinions was a questionnaire which had five questions for each video. Each of the questions is applicable to each video and the participants therefore expressed their opinions on all of the video clips. This way, every participant was asked to make forty choices in the first questionnaire. I selected eight short video clips while each one belonging to different type of video to be found on [www.youtube.com](http://www.youtube.com). The inspiration for the template for the activity was taken from Stempleski and Tomalin (1990).

The second part of the research also uses a questionnaire. The aim was to acquire the opinions of the participants about English videos in general as well as in English teaching classes. I also included three questions which were designed for the purpose of allowing the participants to give me feedback on the listening activity which was used with the video clips.

#### **Participants**

The research was conducted at two grammar schools. The first one was Gymnázium Františka Křížíka, Sokolovská 54, in Plzeň and the second one was

Gymnázium Jihlava, Jana Masaryka 1, in Jihlava. In Plzeň, the research took place in two English classes. The first one was the sixth year of a grammar school and the second class was the fifth year of a grammar school both with proficiency ranging between A2 to B2. The participants from the sixth year filled out eight questionnaires and the participants from the fifth year filled out ten questionnaires. In Jihlava, there were two classes which participated in the research. The first one was a conversation class with students of the third year of a four year study aged between seventeen and eighteen with proficiency between B1 and B2 who filled out fifteen questionnaires. The second class was comprised of students of fifth year of eight year study with proficiency ranging between B1 and B2 aged between fifteen and sixteen and they filled out twelve questionnaires. Among them were also three students who had C1 proficiency. However, one of the students filled out the same answer with every question, so I decided to not use this single questionnaire. The final amount of questionnaires from this class was eleven. The instructions for these two classes were conveyed via Skype, there was a person to hand out and collect the questionnaires and play the video clips. The overall amount of filled out questionnaires from both schools to be analyzed was forty four.

### **Methods for the gathering of the research data**

In order for the students to do the activity and evaluate the video clips and their types, they should be able to understand the listening properly. My theory is, that there is a connection between good understanding of the video clip and the consequent opinion of the students about which type of video they like the best. For this purpose I selected the activity 'true or false'. For this research I chose the variant of the activity where students at first get familiar with the statements and only after that they watch and listen. Then they have time to decide whether the statements about the video are true or false and mark the 'true' or 'false' on the sheet of paper they got along with the instructions.

Instructions in the questionnaire were presented to the participants in Czech language. I included the translation into English in the appendices along with the Czech version. I explained to the participants how the whole session will be carried out and then told them the specific instructions. I explained to them that their task is to view 8 short video clips. With each video clip, they should read the description of the video clip and the statements which come along with them and then the clip will be played. After viewing each clip they decide if the statements for the clips are correct or not. After that they turn to

the page five and in the questionnaire they answer the questions for the given video clip and then we continue to the next video clip until we have seen and evaluated all eight of them.

In order to evaluate each short video clip, the participants were presented with the questionnaire one. There were exactly five question concerning each of the eight video clips in this questionnaire. The focus of the first question was to determine how much the participants enjoyed each of the short video clips. The participants were instructed to read all the research questions and that they are not only evaluating that one clip all on its own, but also its type. In the research, there were in total eight types of video clips that teachers can look for on [www.youtube.com](http://www.youtube.com) and each clip in the research represents each category. The following list of types with their corresponding genres are sorted according to the order the video clips were presented to the participants.

Short film, genre - documentary

Clip from an animated TV show, genre - animation, comedy

Comedy Sketch, genre - comedy

Educational video, genre - educational

VLOG, Genre - monologue

Instructional video, genre - instructional video

Product video, genre – product video

Movie clip, genre - drama, romance

The focus of the second question was to determine how much the participants consider the video clip to be relevant to their interests. The aim was to find out how much the content of the video clip overlaps with their own individual interests because this should influence the overall enjoyment of the video clip and its type.

The focus of the third question was to determine what the participants think about the suitability of the types of the videos for the use in an English teaching classroom. The participants in the research are not expected to be specialists in the field of didactics. But because they were evaluating only one video from the whole category of a certain type of videos, they were presented with this question so they can express their opinion on the suitability if the type of the video for the use in English teaching classrooms. The aim here was to find out whether the first and second question influence their opinion about the usability of the type of the video clip in English lessons.

The fourth question measured the subjective difficulty of the listening in the videos to provide feedback on the selected video clips.

The fifth question of the first questionnaire measured the subjective usefulness of the listening in the videos. The resulting aim of this question was to support the question number two, the relevance to the interests of the participants, to evaluate whether two match. Initially, there was another purpose for this question; however, during the research it shifted (cf. chapter V, Limitations of the Research).

The method for the analysis of the final results was to count how many times the participants assigned each value to each video. From the filled out questionnaire one I read the answers and recorded them on eight pieces of paper. The participants were asked five questions about each video so each video acquired a different score. As there were forty four participants, I acquired over one thousand and seven hundred answers in the first questionnaire. That is quite a number so after that I was presented with the task to calculate the average score for each video concerning each question. Afterwards I produced the individual graphs with the resulting values.

After all the videos were viewed and evaluated I instructed the participants to fill out the questionnaire two. The aim of this endeavor was to get the opinions of the participants about watching short video clips in general and to obtain feedback on the listening activity provided with the video clips. The next chapter of this thesis deals with the results of the research and provides commentaries on the findings.

#### **IV. RESULTS AND COMMENTARIES.**

This chapter is divided in two main parts. The first one presents the results of each of the types of clips acquired via the questionnaire one and also presents the results of the average values for each research question concerning each clip along with their corresponding commentaries. The second part presents the results and commentaries concerning the questionnaire two.

##### **Questionnaire One**

This section provides results and commentaries presented to the participants in the questionnaire one.

##### **Short video clip one**

The first short video clip to be viewed and evaluated by the participants was called "Texting While Walking by Casey Neistat." The type of this video clip is a short film. The most important part of the statistic is the one where participants decide whether the video clip was enjoyable for them. After viewing this video clip, only one of the participants found it to be very enjoyable. However, the amount of them who found it to be quite enjoyable was much higher. It was exactly fourteen participants. The highest amount of participants who agreed on the same rating was eighteen and they decided that the clip was a little enjoyable. Similarly, ten participants found the clip to be rather not enjoyable and only one considered it not enjoyable at all.

The aim of the second question concerning the clip number one was to see how interesting was the clip for the participants. Exactly ten of them found the clip very interesting while thirteen found it quite interesting. The highest amount of participants who decided on the same rating was seventeen and they found the clip to be a little interesting. To contrast, only three participants found it rather not interesting and only one of the participants found the clip not interesting at all.

In the third question concerning this video, the participants were asked to evaluate if the viewed type of clip is suitable for the use in an English lesson. Eleven participants decided, that it in fact is suitable as they chose to strongly agree and even higher amount of them chose to select 'I rather agree', exactly 24 people. Only four viewers chose to select

that they do not know and five of them rather disagreed. None of the participants strongly disagreed.

The next question to be addresses is the subjective difficulty of the listening in the video clip number one. I was very glad to have read the results and find out that none of the participants found the listening for this clip very difficult or even quite difficult. Six of them found it to be manageable and in fact twenty eight found it to not be very difficult. The remaining ten participants even found it not difficult at all.

The aim of the last question the participants were asked about the first video clip was to find out whether they consider ideas in the clip useful to them. Seven of them considered the listening very useful and nineteen even quite useful. Another eleven people thought the listening was a little useful. However, seven people considered the listening not very useful and none of the participants thought it was not at all useful.

### **Short video clip two**

The second video clip which was presented to the participating students is called "The Simpsons - Looking for Lisa" and it belongs to the category of animated TV show. This first question which the they were asked about is was about the enjoyment. Out of the forty four participants exactly twenty found it very enjoyable, followed by another thirteen participants who rated it quite enjoyable. The rest of the participants found it rather not enjoyable. I was very glad, that nobody considered this video clip not at all enjoyable.

The next question the participants were asked about this clip was how interesting they consider the clip to be. Unfortunately, only three of the them found it very interesting while fifteen found it quite interesting. However, most of the participants consider the clip to be only a little interesting, exactly seventeen of them. There were also five people, who found it rather not interesting and four people consider this clip not interesting at all.

Another part of the questionnaire asked the participants to decide about the suitability of the video clip type for English lessons. I was glad to see that sixteen of them strongly agreed and also fifteen rather agreed. Three people did not have an opinion, but nine chose to select that they 'rather disagree.' To conclude this question, none of the

viewers chose to say that they strongly disagree with the suitability of this type of video clip for the use in an English lesson.

The aim of the next question was to find out how difficult the participants considered the listening within this clip. None of them found the listening to be very difficult, only two of them thought that it was quite difficult and seven participants thought that it was manageable. I was glad to see that exactly twenty one viewers felt that the listening was not very difficult and fourteen even found it so comprehensible that they voted it to be 'not at all difficult'.

To conclude the results for the second video, I present the statistic of how the participants thought about the usefulness of the clip. Only two of them chose to select that the listening was 'very useful' and nine selected 'quite useful'. The highest amount of people who decided to give the same evaluation was twenty two and they considered the clip a little useful while six people thought it was not very useful and four of them considered it not useful at all.

### **Short video clip three**

The third video clip which the participants were instructed to watch and consequently evaluate is called "Iraq Insurgent Subtitles | Sketch Comedy | SkitHOUSE" and the type of this video clip is a comedy sketch. In terms of enjoyment, this one turned out to be very successful as the overall majority, exactly twenty six people marked it as very enjoyable. The second most voted option, with nine people, was 'quite enjoyable,' which only fits in the outlined scheme. Six people found it a little enjoyable and no one found it rather not enjoyable. However, there were some people who did not like it since three participants found it not at all enjoyable.

The next question on the first questionnaire about the third video clip was about the extent to which the participants find the clip relevant to their interests. To begin with, seven of them found it very interesting and twenty found it quite interesting. Thirteen participants considered it a little interesting and only two found the clip rather not interesting. Similarly, only two participants found it not at all interesting.

Another question was aimed at the opinion of the participants about the suitability of this type of video clip for the use in an English language lesson. The results were mostly positive. Thirteen people selected the box for the option 'I strongly agree' but even higher numbers were given to the option 'I rather agree' which was exactly sixteen people. Seven of them chose to express that they do not know and six chose to rather disagree with the given statement. There were also two people who strongly disagreed with the given statement.

To address the subjective easiness or difficulty of the listening, I will begin with the information, that none of the participants found it very difficult in the clip three. Although three participants found the listening quite difficult, most of them selected the opposite polarity of the scale. This manifested by the fact that eleven people found it manageable, fourteen people found it not very difficult and fifteen had completely no problem with the listening and chose to mark the listening as not at all difficult.

The last question the students were instructed to decide upon was with the clip three was its subjective usefulness and its value for their education. Exactly seven people considered it very useful and eight thought that it was quite useful. The 'a little useful' choice was chosen by eighteen people and the 'not very useful' choice by eight. Only three people chose to express that the clip was not useful at all.

#### **Short video clip four**

The fourth video clip in the research for this thesis is called "BBC Learning English: Video Words in the News: Stonehenge tunnel (3rd December 2014)" and the type of this video clip is an educational video. Only two participants found this clip very enjoyable and the same amount found it quite enjoyable. Fourteen viewers considered this clip a little enjoyable, thirteen thought that it is rather not enjoyable and a stunning thirteen found it not enjoyable.

With the second question about the fourth video clip the situation was slightly different. Although none of the participants found it 'very interesting', fourteen of them considered it quite interesting. Most participants found the clip a little interesting, ten of them thought that it was rather not interesting and only three thought of it as 'not at all interesting.'



Another question was about the suitability of the viewed clip for the use in a classroom. Only seven chose to strongly agree that the clip is suitable but twenty two chose to 'rather agree' which are both quite high numbers. Eight people chose to not evaluate the suitability by ticking the box for 'I do not know' and seven of them chose to 'rather disagree.' None of the participants chose to 'strongly disagree.'

The next part of the questionnaire deals with the way the participants perceived the listening within the video. It was very nice to find out that none of them considered it 'very difficult' and only three of them found it 'quite difficult.' A lot of people found it manageable, exactly ten of them and eleven even not very difficult. However, most of the participants found the listening easy as they selected it as 'not at all difficult'.

The last question was about the subjective usefulness of the clip. Three people thought that it was very useful, twenty people thought it to be quite useful and nine thought that it was a little useful. Another seven people considered it to be not very useful and five people thought it was not useful at all.

#### **Short video clip five**

The fifth video clip to be mentioned in this part of the thesis is called "#DearMe: Advice For My Younger Self | RayaWasHere" and considering the type of the clip it is a VLOG. None of the participants found it 'very enjoyable' which was sort of disappointing for me. However, six of them found it quite enjoyable. Seven viewers found it a little enjoyable and enormous twenty five rather not enjoyable. This came as a surprise for me, because I thought that this video will score high numbers in terms of enjoyment. To conclude, six participants thought of the video clip as 'not at all enjoyable.'

Next, the participant indicated how interesting they view this video clip. Only three thought that is 'very interesting' and eight of them consider it to be quite interesting. Eight people thought of the clip as 'a little interesting.' A quite high amount of people, exactly eighteen, thought that the clip was 'rather not interesting.' To conclude, eight of the students thought it was 'not at all interesting' which was just as with the previous question rather disappointing for me.

Another part of the research for this type of a video clip contained a question about its suitability for an English classroom. Only two participants chose to strongly agree that this type of video clip is suitable. Ten of them rather agreed that it is suitable and exactly sixteen did not know. Twelve people rather disagreed and four strongly disagreed.

To address the perception of a difficulty of the listening concerning this clip, for the first time, the numbers were actually quite balanced. Two of the participants felt that it was very difficult. However, with the second grade 'quite difficult' the numbers went much higher with exactly twelve people having this opinion. Ten people thought that it was manageable and another twelve that it was not very difficult. To finish the results for this evaluation, seven people understood perfectly as they chose the option 'not at all difficult.'

The aim of the very last question for this video clip was to find out if the listeners consider the clip useful. Only four of them expressed that it was very useful but twelve thought that it was quite useful for them. Another fifteen people expressed that the clip was a little useful to them and eight thought that it was in fact not very useful. To conclude, five people chose the option that the clip was 'not at all useful.'

### **Short video clip six**

The sixth video clip which was presented to the participants is called "DIY Cat Toys - How to Make a Cat Tent" and concerning the type of a video it belongs to the category instructional videos. In terms of enjoyment, the rating of this video clip is rather balanced. Although nobody thought that it was 'very enjoyable,' ten people actually thought that it was quite enjoyable. Much larger portion of the viewership, fifteen people, thought that it was a little enjoyable. In the continuing balanced theme, exactly twelve participants considered the clip rather not enjoyable and seven thought that it was 'not at all enjoyable.'

The next question that the participants were asked about this clip was how interesting they think it was. Four people thought it was very interesting and a substantial fifteen of them thought that it was quite interesting. The same amount thought the clip was a little interesting and eight of them considered the clip rather not interesting. Only two people thought that it was 'not at all interesting.'

To address whether the participants considered the type of a video clip suitable for an English language classroom, I will begin with the amount of them who 'strongly agreed,' which was seven of them. Sixteen viewers rather agreed that the type is suitable and thirteen chose 'I do not know.' Seven people rather disagreed that the type is suitable and only one chose to strongly disagree.

Another question about the sixth video clip was aimed at the listening and how the students managed to understand it. No one had such difficulties with the listening to be forced to say that it was 'very difficult.' However, four participants had some difficulties as they expressed that the listening was quite difficult. Many participants chose to communicate that the listening was 'not very difficult,' which was exactly sixteen people and a considerable amount of them chose 'not at all difficult' as they had no problems with the listening.

To address the usefulness of the clip six, there was a high amount of people who thought that it was significant for them. Although only four people found the clip very useful, eighteen of them found it quite useful and twelve even found it a little useful. Only nine participants found it not very useful and one of them not at all useful.

### **Short video clip seven**

The seventh presented video clip was called "Introducing Apple Pencil" and its type is product video. The numbers for enjoyment of this video were in fact tilted towards the negative side of the grading scale. Only two participants found it very enjoyable and eight found it quite enjoyable. The same amount of viewers also found it a little enjoyable but sixteen viewers found it rather not enjoyable and interestingly enough, eleven people found it 'not at all enjoyable.'

To show the results for the way how interesting the participants considered this video clip I will begin by stating that twenty one people found it very interesting and twelve found it quite interesting. Only five people thought that it was a little interesting. The same amount of viewers thought that it was rather not interesting and only one participant chose to say that it was 'not at all interesting.'

The next question, concerning the suitability of the type of a video clip in an English lesson, turned out with the following results. Eleven people strongly agreed that that the type of a clip is suitable, fourteen decided to rather agree and exactly fifteen did not know. Only six people rather disagreed and two of them strongly disagreed.

Another research question was about the perceived difficulty of the listening. None of the students thought that it was 'very difficult,' but eleven people found it quite difficult. Fifteen participants thought the listening to be manageable and eleven not very difficult. To conclude, six people considered the listening to be not at all difficult.

The last question the participants were asked about the clip seven was about the perceived usefulness of the clip seven. Four of them considered it very useful and an overall majority considered it quite useful. A lesser amount of them considered it a little useful and both of the options 'not very useful' and 'not at all useful' were chosen by two participants.

### **Short video clip eight**

The eighth video presented to the classes was called "The Great Gatsby Movie CLIP - Who Is This, Gatsby? (2013) - Leonardo DiCaprio Movie HD" and it is a movie clip. The overall enjoyment was tilted to the negative side. One person found it very enjoyable, exactly fifteen found it quite enjoyable and the same amount found it to be a little enjoyable. Ten people considered it rather not enjoyable and five of the found it 'not at all enjoyable.'

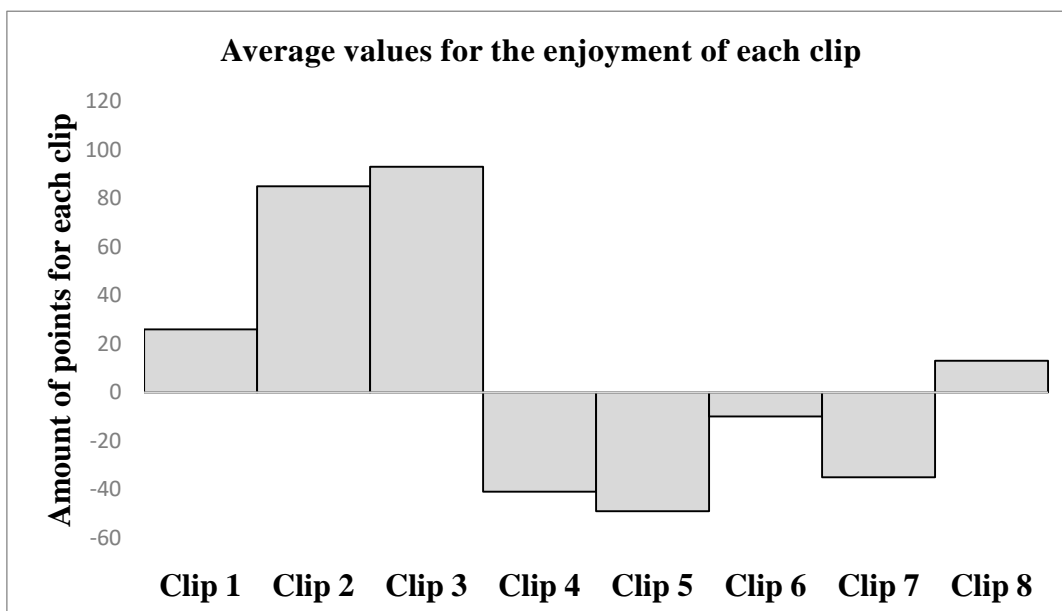
The next question which the students were asked was about the extent to which they consider the video relevant to their interests. Only one participant thought that the video clip was 'very interesting,' but nineteen of them thought that it was quite interesting. Eleven of the viewers thought that it was a little interesting and nine thought that it was rather not interesting. Only five participants considered the video not interesting at all.

Another question concerning this video clip and the type of it was about its suitability for the use in the English language classroom. Eight people strongly agreed that it was suitable, fifteen of them only rather agreed, twelve did not know, seven of them rather disagreed with the statement and only one participant strongly disagreed.

To address how easy or difficult the participants found the listening in this video, I begin with the amount of them who chose to select the listening as 'very difficult' which was exactly four. The next result is actually quite astonishing as seventeen participants considered the listening to be quite difficult. Fourteen considered the listening to be manageable. To continue, eleven of them thought that it was not very difficult and two that is was not at all difficult.

The last question of the first questionnaire was about the perceived usefulness of the clip eight. Six participants considered the very useful and twelve 'quite useful. Thirteen people thought that it was a little useful and ten people that it was not very useful. To conclude, only five people found the listening 'not at all useful.'

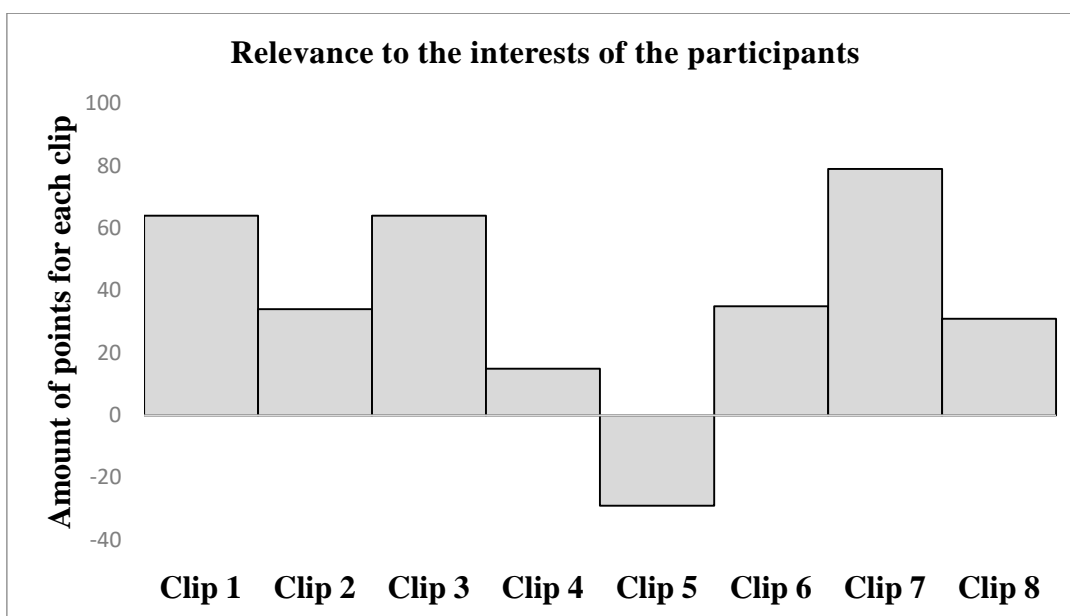
### Overall Results of the Questionnaire One



*Graph 1.* Results for the enjoyment of the video clips.

According to *Graph 1*, the video clip which was enjoyed the most along with the chosen listening activity is the clip number three. The type of this clip is comedy sketch and genre is comedy. The second most enjoyed clip was clip two. Its type is animated TV show, genre animation and also comedy. These two clips were the absolute highest scoring clips leaving all the other clips far behind. The third most enjoyable clip was the clip one. Its type is a short film and its genre documentary. Although this is not primarily a comedy clip, it has a few hints of comedy. I assume that is one of the reasons for this result. To

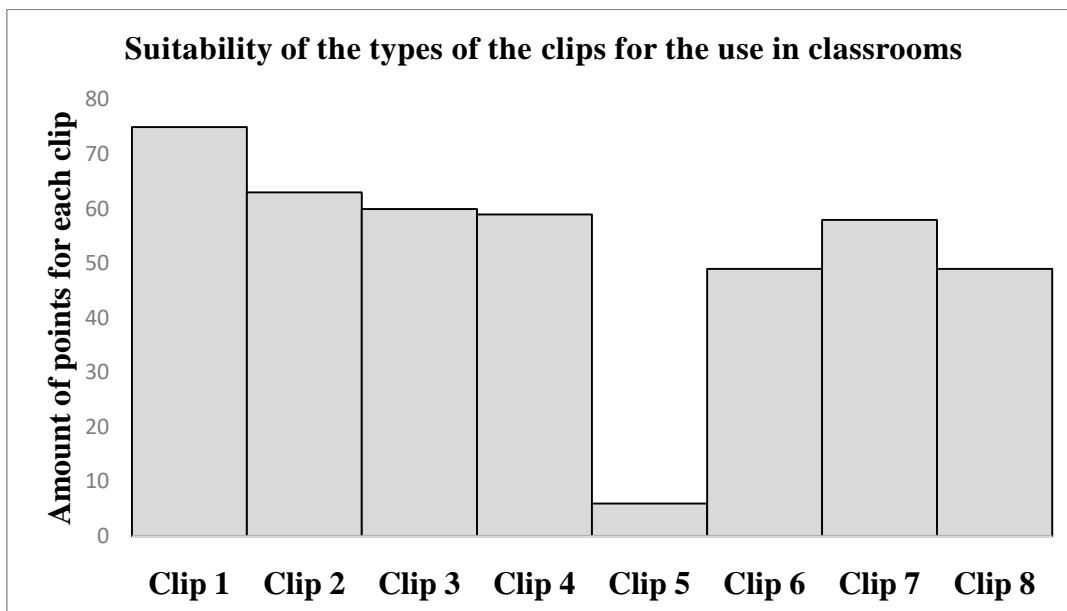
contrast, the clip least enjoyed with the listening activity turned out to be clip number five. Its type is VLOG and genre monologue and does not contain comedy. The second lowest scoring clip was the clip four. Its type is educational video, genre educational. Although this is a type of a clip designed to be used in classes, it scored low in terms of enjoyment while used with the listening activity. Another clip which was not evaluated as enjoyable with the listening activity was the clip seven, which is a product video. The collective opinion on the remaining two clips turned out to be inconclusive. To conclude, the enjoyment of the type of a video along with the listening activity true or false clips seems to be strongly influenced by the presence of comedy in them; however, there are other influences, such as the subjective difficulty of the listening and the relevance of the content of the clips to the interests of the participants which are commented below.



*Graph 2.* Results for the relevance of the clips to the interests of the participants.

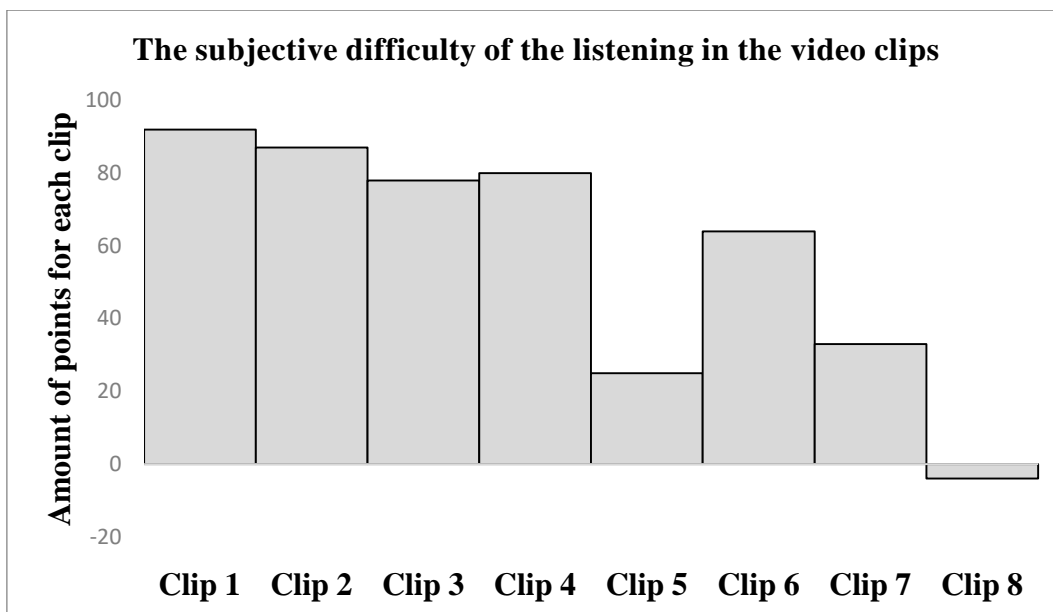
The aim of the second question was to determine how the participants feel about the manner in which the content of the clips were aligned with their own personal interests. Surprisingly, the highest scoring was the clip seven, the product video which introduces the Apple Pencil. However, although it was relevant to the interests of the participants, it was not enjoyed by the majority of them. The reason for that is very likely because the listening in this clip was on average not very well understood as is shown in the *Graph 4*, which shows the results of the subjective difficulty of the listening in the video clips. To continue, the other two high scoring clips were the clips one and three both sharing sixty

four points. These results seem to be the second reason which made the clips score high in terms of enjoyment. By the same token, the least relevant clip was just as with the enjoyment category the clip five.



*Graph 3.* Results of the suitability of the types of the clips for the use in classrooms.

The aim of the third question was to determine the perceived suitability of the types and genres of the presented video clips. With the exception for the type VLOG, genre monologue, all of the types were evaluated as suitable for the use in the classrooms. Although there is a speaker in clip five who shows gestures and has facial expressions and therefore there is the support for the understanding of the speech, the participants found it not suitable for the use in a classroom. The possible reason for that could be that the genre is a monologue about a certain topic and nothing visually interesting happens in the clip. The other clips on the other hand, are visually quite rich. Furthermore, at this point the participants already decided that they do not enjoy this type of a clip with this listening activity (*cf. Graph 1*), yet they like the activity with the other clips. Most importantly, the question four from the questionnaire one (*cf. Graph 4*), which concerns subjective difficulty of listening, shows that the listening in clip five was rather difficult for the listeners. It is very likely that for these reasons, the clip five scored the lowest of all the clips.



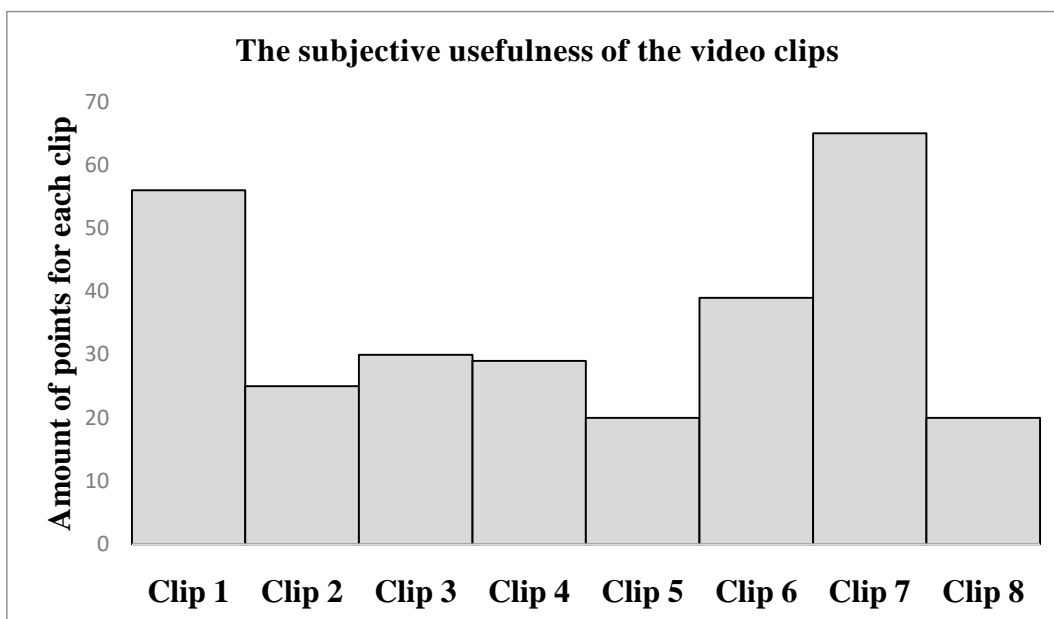
*Graph 4.* The subjective difficulty of the listening in the video clips.

As mentioned above, there was a question in the first questionnaire with the aim to determine how the participants perceived the difficulty of the listening within the clips. The overall majority of the clips had a listening which was comprehensible to the listeners and therefore performed well with the listening activity with the exception of the clip seven with thirty three points, clip five with twenty five and clip eight with negative four points. The possible reason for the poor score of the clip seven could be that the listeners were not familiar with enough vocabulary needed to understand properly. As this is a product video clip, the language and speed of delivery and other qualities of the listening were meticulous and in perfect harmony. With the sole purpose to sell the product, the clip is perfected to the last detail but without the relevant vocabulary the listeners seem to not have understood it properly.

The situation seems to be different with the clip five. In contrast with the clip seven, the vocabulary is not technical and should not cause problems. However, the reason for its low score could be that it contains fast connected speech as is common with this type of a clip. People who turn on a camera and just talk usually do so spontaneously without much care for people whose proficiency is not on the level of a native speaker. Bearing this in mind and taking into account the results, the type of a video clip VLOG does not seem to be suitable for listening purposes in ELT classes. The clip which scored the worst was the clip eight. It even scored in the negative numbers. The reason for this



score could be that it has fast connected speech with high speed of delivery and there was not one speaker as with the other clips.



*Graph 5.* Results for the subjective usefulness of the video clips.

The highest scoring clip in the category of the subjective usefulness and the educational value was the clip seven. The reason for that is very likely that the clip also scored the highest in the category of relevance to the interests of the students. The second highest score was awarded to the clip one. This clip contains information which has the potential to keep the viewers of the clip away from harm in their life and this showed in results. Surprisingly, the clip which received the lowest score was the clip five. This is a clip with the purpose to give advice, and therefore implicitly its aim is to be useful.

In conclusion, the clips five, four and seven scored low in terms of enjoyment. The reason for the low score for clips five (type VLOG) and seven (type product video) could be that they also scored low in terms of listening comprehension, which in case of a type VLOG could be caused by the nature of VLOGs which is often spontaneously uttered speech and case of a product video clip the vocabulary might be too technical for students resulting in the low comprehension of the listening. The clip four scored low in terms of enjoyment despite having impeccable listening comprehension, but it scored second lowest in terms of relevance to the interests of participants. The fact that the clip seven scored the highest in terms of relevance but its enjoyment was in the negative numbers and the clip five was in the negative numbers in terms of relevance but also was not enjoyed, leaves me

with the conclusion that the relevance with the interests of the participants does not directly correspond with the enjoyment of the clip. It is rather a feature which influences the overall enjoyment along with the other features of the clips such as the difficulty of listening. The clips three, two and one which scored the best in terms of enjoyment have very high relevance to the interests of the students were evaluated as ideal suitable for the use in classes their listening was well understood and were considered useful.

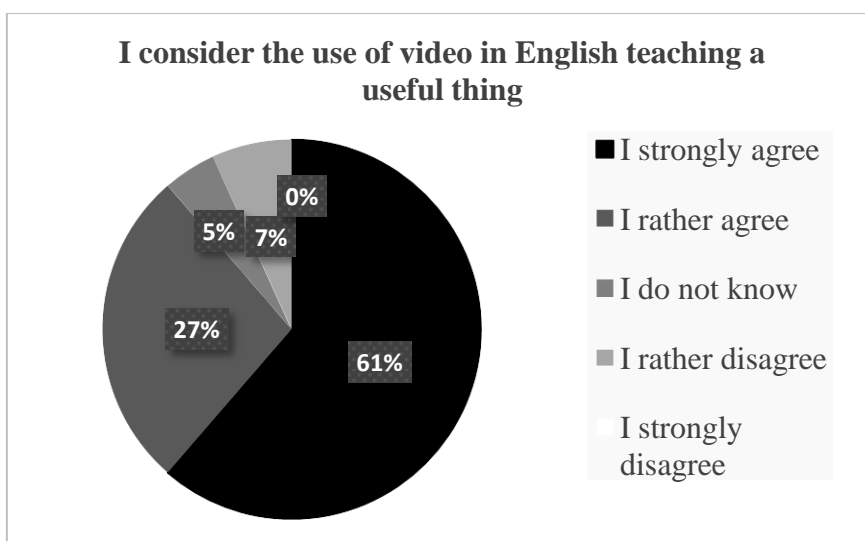
The next section presents the results and commentaries concerning the second questionnaire.

## Questionnaire Two

In this section I present the results of the part of the research which concerns the answers for the research questions presented to the participants in the questionnaire two.

### Utility of video in English teaching

The results for the utility of video in ELT are presented below.

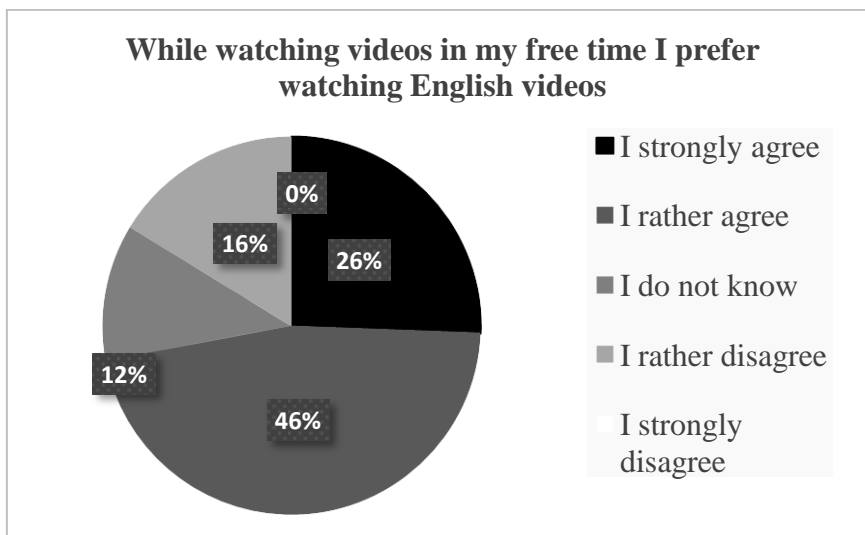


*Graph 6.* Utility of video in English teaching.

The aim of this question was to gather the opinions of the participants about the use of video in ELT in general. An overall majority, more than ninety percent, of the participants stated that they consider it a useful thing. Remaining twelve percent did not agree with the statement.

### The popularity of watching English videos

This section describes the results for the popularity of watching English videos among the participants.

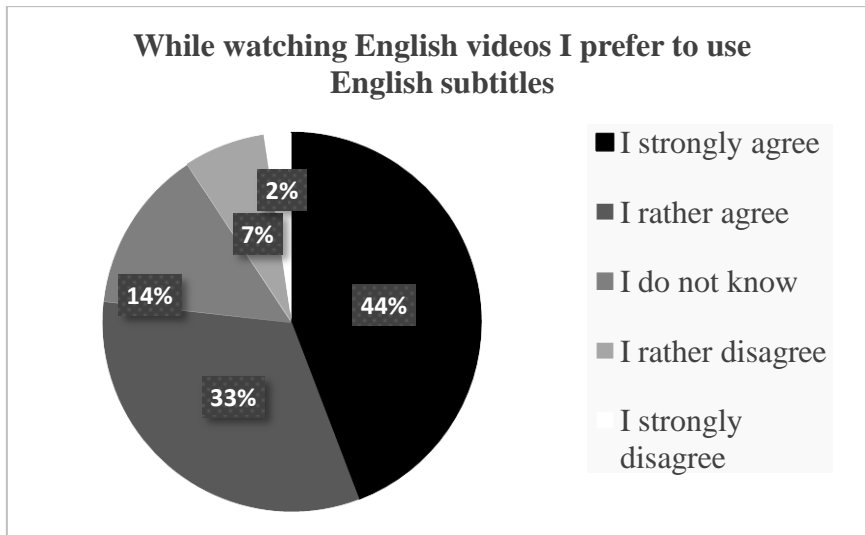


*Graph 7.* The popularity of watching English videos.

The vast majority of participants prefer watching videos in English over watching videos in another languages in their free time. This did not come as a surprise since the research took place at grammar schools. Twelve percent had no opinion about this subject matter and only sixteen percent disagreed.

### Popularity of the use of English subtitles with English videos

This section presents the popularity of the use of English subtitles. *Graph 8.* shows the results.

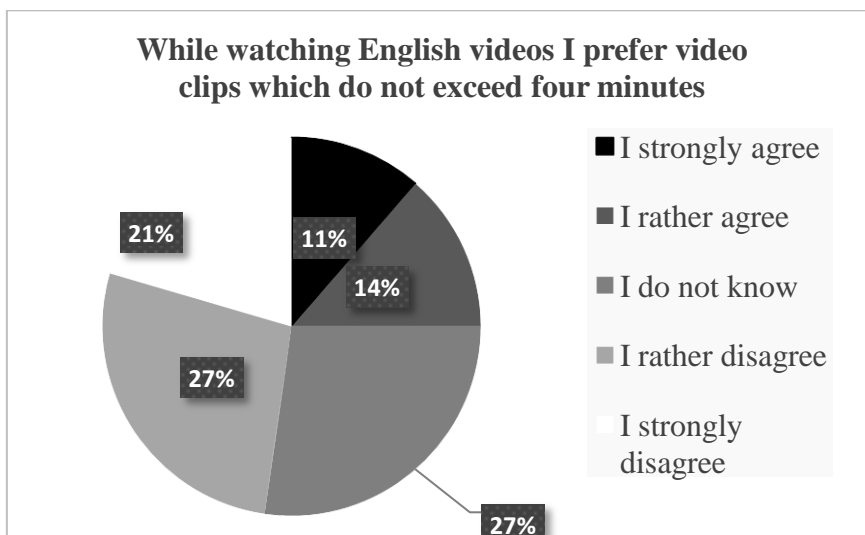


*Graph 8.* Popularity of the use of English subtitles with English videos.

The vast majority of the participants prefer to use English subtitles while watching English videos. Only nine percent disagree with the statement and fourteen percent do not have an opinion on the subject matter.

#### **The preference of the duration of the English video clips**

In this section, there are the results for the preferred length of the videos, the participants prefer to watch.

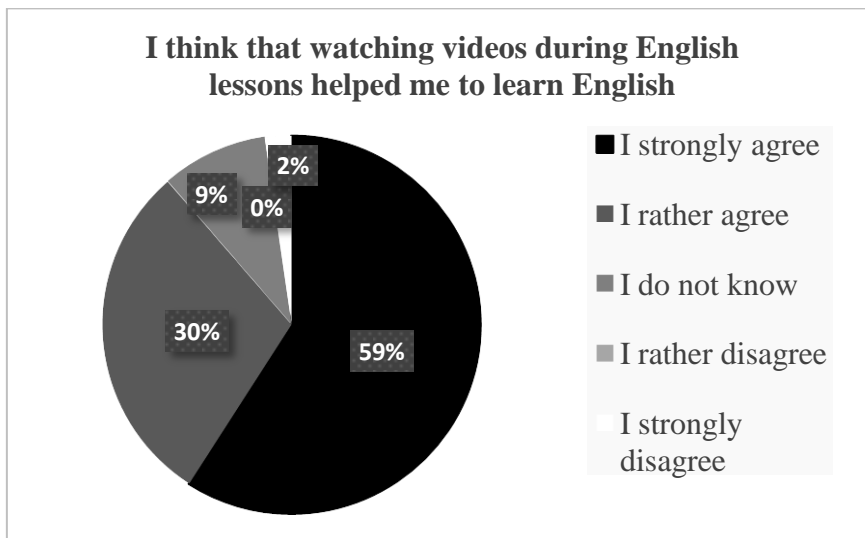


*Graph 9.* The preference of the duration of the English video clips.

According to the results, there is not a consensus about this particular question. Only one quarter of participants prefer watching videos that are shorter than four minutes, whole twenty seven percent cannot tell and forty eight percent disagree.

### **The relationship between watching English videos and learning English**

This section contains the opinions of the participants about the extent to which the videos they were presented within their English classes influenced their language proficiency.

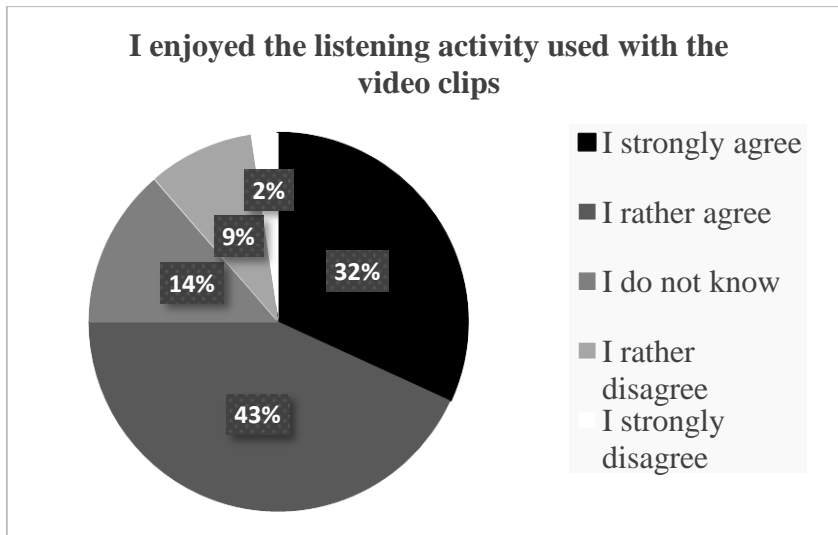


*Graph 10.* The relationship between watching English videos and learning English.

The vast majority of the participants think that watching video clips during lessons helped them to learn English, nine people reserved their judgment and only two people disagreed with the statement.

### **The enjoyment of the listening activity**

This section contains the results for the question about the perceived enjoyment of the listening activity used with the video clips.

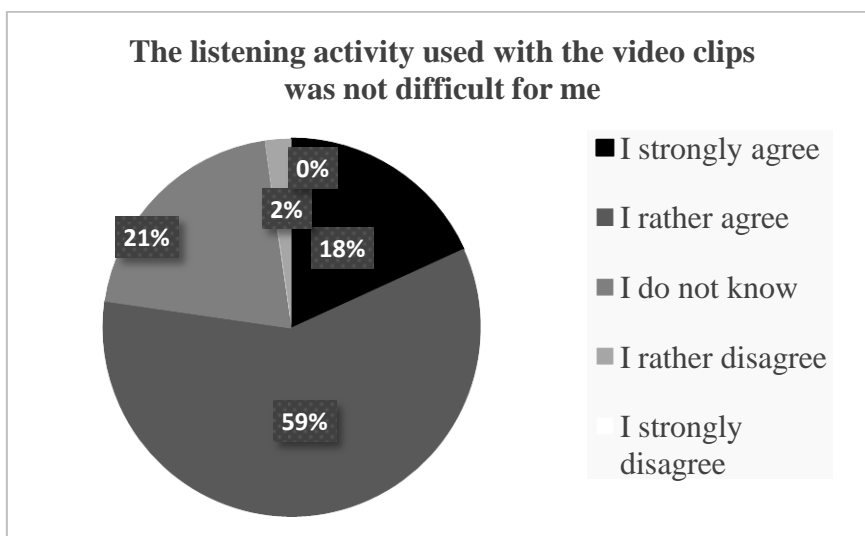


*Graph 11* . The enjoyment of the listening activity.

I included this question into the questionnaire to ensure the comparison of types of videos is not negatively influenced by the selection of the listening activity. According to the graph eleven, the majority of the participants enjoyed the listening activity or reserved their judgment on the subject matter resulting in a positive outcome for the reason for the inclusion of this question.

### **The perceived difficulty of the listening activity**

This section contains the answer for the research question about the perceived difficulty of the listening activity used with the clips.

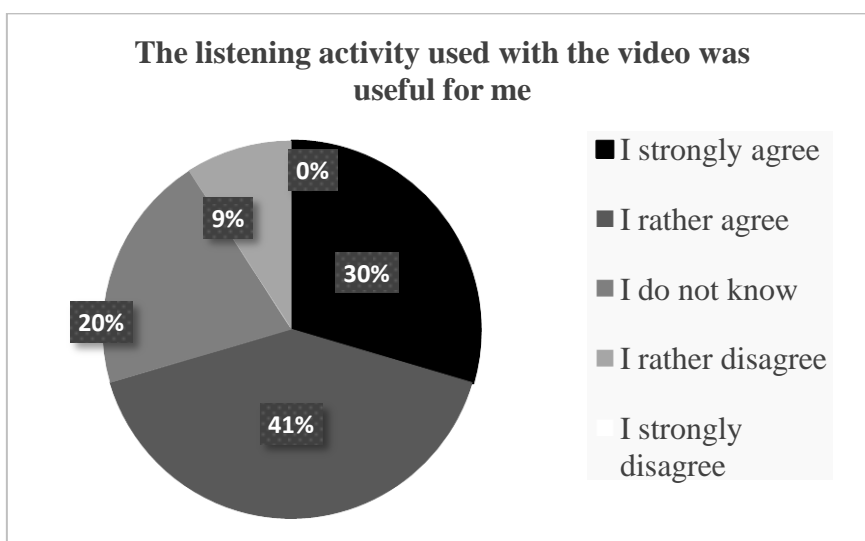


*Graph 12* . The perceived difficulty of the listening activity.

This is a second question included for the same reason as the previous question. To address how the participants perceived the difficulty of the activity used for the comparison, the majority of them found the activity to not be difficult. Twenty one percent reserved their judgment not tilting the result on any side.

### **Usefulness of the listening activity**

The aim of this section is to present the results for the question about the opinion of the participants considering the usefulness of the listening activity used with the clips.



*Graph 13.* Usefulness of the listening activity.

Majority of the participants agreed that the listening activity was useful for them while twenty percent reserved their judgment.

### **Overall Results of the Questionnaire Two**

This section summarizes the overall results of the questionnaire two. The majority of the students who participated in the research expressed that they consider video in ELT a useful thing and prefer watching videos in English over watching videos in another languages in their free time. It is stated in the theoretical background that young people are very fond of watching videos and this result confirms this idea. Another aim of the research was to see if the participants like to use English subtitles while watching videos and they indicated that they in fact do. Forty eight percent of the participants disagreed with the statement that they prefer to watch English video clips with a length not exceeding four minutes. To address to which extent the videos the participating students were

presented with in their English classes think that influenced their language proficiency, the majority of them stated that watching clips helped them to learn. The research also included three questions concerning the opinions of the students about the activity used with the clips. Majority of them enjoyed the activity and perceived it to be not difficult for them and also indicated that it was useful for them.



## V. IMPLICATIONS

This chapter describes the implications for teaching which arose from the research. They are accompanied by the limitations of the research and followed by the suggestions for further research.

### **Implications for Teaching**

In this chapter I will outline the implications for teaching according to the results of the analysis. The results showed that students are very fond of watching English videos and for that reason there is a great potential for using them in English teaching lessons. The digital technology which allows teachers to use video clips is already available and the students are fond of it. They use it very often and are inclined to be fond of using it also in class. The research showed that there is a potential for using the language skill reading in classes. The students expressed that they are fond of watching English subtitles with their English videos. The possible implication for teaching is that English subtitles used with English video clips could be used in lessons for the purpose of learning vocabulary. It could also improve the overall language proficiency of students while the students also benefit from the visual imagery and listening presented in the clips.

Another implication for teaching concerns the activity used for the comparison. The results showed that the participants enjoy performing the listening activity true or false with the types of video clips sketch comedy, animated TV show and educational video which contain the genre of comedy. Therefore, the possible implication for teaching is that sketch comedy and animated clips which contain comedy could be used alongside the listening activity true or false in English lessons and the likelihood that the students will really enjoy performing the activity with these types of clips would be considerable.

To address another implication for teaching, the research showed that in terms of choosing the right video clip, teachers should use videos which have low amount of speakers in them with clear pauses for the students to collect their ideas. In addition, provided the teachers aim to use a type of a video VLOG, they should make sure that the topic is relevant to the students interests and by the same token that the difficulty of the listening is well chosen. The teachers can also aim to select the video clips which have educational value which the students can consider helpful in terms of their lives, such as instructional videos and documentaries.

## **Limitations of the Research**

To begin with, there were several limitations of the research. The first one of them was that while performing the analysis, I realized that to make the order of the analyzed questions logically more coherent, it would be plausible to place the question about the suitability of the video clips at the end of questionnaire one instead of in the middle of the five research questions.

Another limitation was that the fifth question of the first questionnaire was designed to measure how the listeners found the listening useful for the improvement of their language proficiency. However, I realized that the participants thought that the usefulness is meant to measure how they much they consider the clips to be useful to their own life. I noticed this because one student specifically asked about this and also she wrote it on her questionnaire. In another words, the aim of the question had to be shifted from language proficiency to an educational value of the clip. Realizing this, I reassigned the purpose of the question to support the question number two, the relevance to the interests of the participants.

To address another limitation, several times it happened, that some students had to leave class, so they could not be present to see a video clip or two and evaluate it. For that reason they left the corresponding spaces in their questionnaires blank and therefore some research questions did not reach complete forty four answers.

The last limitation was the amount of participants. One of the students intentionally filled both questionnaires with one and the same answer. The way the questionnaire was constructed was that the polarity of the questions was positive on the left side and negative on the right side with the exception of question four, which was the opposite. Therefore if somebody would intend to for example tick all the answers in the middle of the scale without reading them, the strategy would not work. With the exception of that one student, everyone filled the questionnaires the right way and the one incorrect questionnaire was not used leaving the final amount of participants to forty four but there could have been even more participants which would make the research more accurate.

### **Suggestions for Further Research**

To address how this study could be done better, the amount of participants could have been higher which would result in more accuracy. Second suggestion is that the order of the research questions could be rearranged in a way the research questions would be closer to one another thematically.

Another idea which could be incorporated into further research is that I could compare the two schools in which the research took place in terms of their evaluation of the enjoyment of the types of video clips used with the listening activity. In a similar fashion, the results for the individual classes within the schools could also be compared.

The results of the research showed that the genre comedy was the one receiving the best evaluation in terms of enjoyment, therefore another idea for the further research could be to expand the range of activities used with a type of a video clip containing this genre. There could also be questions with the aim to find out which activity the participants evaluate as the most enjoyable with individual types of video clips.

The last suggestion for further research is that since the students did not agree that the length of video they prefer is lesser than four minutes, the further research can focus on determining the most favorite length of an English video clip.

## VI. CONCLUSION

To begin with, the main aim of the research for this thesis was to determine which types of video clips are the most enjoyable for the students of English. The research was conducted with students of grammar schools with the total amount of forty four participants. The main part of the research comprised of eight types of video clips of different genres and the participants were instructed to perform one listening activity with each of the short video clips. There were several research questions designed to support each other. The video clips which scored the highest in terms of enjoyment also have very high relevance to the interests of the students and were evaluated as suitable for the use in classes. Furthermore, the listening contained in them was evaluated as comprehensible and the clips were considered useful by the students. The overall result was that the most enjoyable clips belong to the types of video clips comedy sketch and an animated TV show, both belonging to the genre of comedy.

The secondary aim of the research was to support the main part of the research by confirming that the participants perceived the listening activity chosen for the comparison of the types of video clips as useful, enjoying and manageable. For this purpose, the participants were presented with the questionnaire two. This material also contained questions designed to gather information about the habits of the participants concerning watching English videos and their opinions about the use of short video clips in ELT classes. The overall majority evaluated the listening activity as not difficult for them. They also labeled the activity as useful agreeing that they enjoyed working with it.

An overall majority of the participants consider video in ELT classes a useful thing and prefer watching videos in English over watching videos in another languages in their free time. While doing so, they also prefer to use English subtitles. Consensus was not reached about the preferable length of the video clips the participants prefer to watch. Nonetheless, the vast majority of the participants agreed that watching video clips during English lessons helped them to learn English.

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## APPENDIX A

### Non-alphabetical list of the video clips with hyperlinks

Clip 1 - Texting While Walking by Casey Neistat

<https://www.youtube.com/watch?v=pLA1UelcDrE>

Clip 2 - The Simpsons - Looking for Lisa

<https://www.youtube.com/watch?v=asRILJ-1EYw>

Clip 3 - Iraq Insurgent Subtitles | Sketch Comedy | SkitHOUSE

<https://www.youtube.com/watch?v=j0m4rcx0of4>

Clip 4 - BBC Learning English: Video Words in the News: Stonehenge tunnel (3rd December 2014)

<https://www.youtube.com/watch?v=6g81qH0drOg>

Clip 6 - #DearMe: Advice For My Younger Self | RayaWasHere

<https://www.youtube.com/watch?v=xx-lxjgQXAQ>

Clip 6 - DIY Cat Toys - How to Make a Cat Tent

<https://www.youtube.com/watch?v=kPlrvDF7-oU>

Clip 7 - Introducing Apple Pencil

<https://www.youtube.com/watch?v=iicnVez5U7M>

Clip 8 - The Great Gatsby Movie CLIP - Who Is This, Gatsby? (2013) - Leonardo DiCaprio Movie HD

<https://www.youtube.com/watch?v=1bbRIT123TA>

## APPENDIX B

### Instructions, questionnaire one and questionnaire two in English

#### The use of short video clips in English language teaching

##### Instructions:

Your task will be to view 8 video clips in total. At first read the description of the video clip and the statements which are related to them. After viewing each video clip decide, whether the presented statements are either true or false. After that always turn to the page 5 and in the questionnaire 1 answer the questions related to the given video clip.

**Clip 1 - In this video clip you will learn about the dangers of walking and texting at the same time.**

Type of video clip: short film.

##### Statements:

1. Texting and walking has the same social stigma as drunk driving. **True / False**
2. Texting and walking is not dangerous at all. **True / False**
3. People do not look around while texting and walking. **True / False**
4. The man in the blue hat thinks that it is sometimes dangerous to walk and text. **True / False**
5. The safe way to text is to stand away from traffic. **True / False**

**Clip 2 - This video clip comes from the animated TV show The Simpsons. The characters which are presented are: Homer, Marge, Lisa and the police chief.**

Type of video clip: clip from an animated TV show.

##### Statements:



1. Marge asks Homer if he should not be at work. **True / False**
2. Mr. Burns is lost and he asks Homer where is the McDonalds. **True / False**
3. The police chief is dressed as a woman because he is on a stake-out. **True / False**
4. Homer gives the construction worker balloons because he does not like them. **True / False**
5. Homer tells Lisa that he will take her on an interesting trip. **True / False**

**Clip 3 - This video clip is comedy sketch which contains a TV interview with the members of the Iraqi resistance movement.**

Type of video clip: comedy sketch

**Statements:**

1. The interview takes place in southern Iraq. **True / False**
2. The woman interviews soldiers who are loyal to Saddam Husain. **True / False**
3. The soldier complains that Iraqi forces grow weaker every day. **True / False**
4. The soldier is mad about the subtitles . **True / False**
5. The soldier studied English at the University of Edinburgh. **True / False**

**Clip 4 - This video clip is about the planned construction of a tunnel near the ancient monument of Stonehenge.**

Type of video clip: educational video.

**Statements:**

1. The name of the man in the video is Donald. **True / False**

2. British people never cared about the Stonehenge. **True / False**
3. Stonehenge is popular among tourists and druids. **True / False**
4. The plan to build the tunnel is controversial. **True / False**
5. The tunnel is supposed to ease congestion. **True / False**

**Clip 5 - In this video clip you will meet the VLOGger Raya. Raya talks about the advice which she would give to her thirteen year old self.**

Type of video clip: VLOG

**Statements:**

1. Everybody was making fun of Raya's eyebrows when she was growing up. **True / False**
2. Raya thinks that shopping is better than reading Harry Potter. **True / False**
3. Rayas advice is to learn to love who you are. **True / False**
4. Raya says that life is too short not to eat chocolate. **True / False**
5. Raya promises herself that everything will work out. **True / False**

**Clip 6 - This video clip contains a instruction which will tell you how to build a cozy tent for your cat in your home.**

Type of video clip: Instructional video.

**Statements:**

1. You do not need a blue T-shirt to make the tent. **True / False**
2. You need a pair of pliers to build the tent. **True / False**
3. The coat hanger must go 2 inches trough the cardboard. **True / False**

4. The woman likes the tent frame she built. **True / False**

5. The safety pins are used to secure the tent. **True / False**

**Clip 7 - The product Apple Pencil is presented in this video clip.**

Type of video clip: product video.

**Statements:**

1. Touch is not the primary method of interaction with the Ipad. **True / False**

2. When using the Apple Pencil, the system scans the screen twice as often. **True / False**

3. Using Apple Pencil, you cannot write in bold. **True / False**

4. The Apple pencil feels like the true drawing instrument. **True / False**

5. The battery of the Apple Pencil cannot last one hour. **True / False**

**Clip 8 - The man who is in the video clip is called Nick and the woman is called Jordan. The man who is hosting the party is called Mr. Gatsby.**

Type of video clip: Movie clip.

**Statements:**

1. In the beginning, Jordan says she remembers where Nick lives. **True / False**

2. Nick compares the party to a funeral. **True / False**

3. Nick thinks that he is the only one who received an invitation to the party. **True / False**

4. Nick does not really know the host of the party, Mr. Gatsby. **True / False**

5. People at the party think that Mr. Gatsby killed a man. **True / False**

**Questionnaire 1 - Evaluation of the video clips**



**Questionnaire 2 - Video clips in English language teaching:**

**Instructions:** Record your answer for the question by circling the number on corresponding with your answer (1-5) according to the schema below:

1) I strongly agree, 2) I rather agree, 3) I do not know, 4) I rather disagree, 5) I strongly disagree

**Statements:**

1. I consider the use of video in English teaching a useful thing.  
1 2 3 4 5
2. While watching videos in my free time I prefer watching English videos.  
1 2 3 4 5
3. While watching English videos I prefer to use English subtitles.  
1 2 3 4 5
4. While watching English videos I prefer video clips which do not exceed four minutes.  
1 2 3 4 5
5. I think that watching videos during English lessons helped to learn English.  
1 2 3 4 5
6. I enjoyed the listening activity used with the video clips.  
1 2 3 4 5
7. The listening activity used with the video clips was not difficult for me.  
1 2 3 4 5
8. The listening activity used with the video was useful for me.  
1 2 3 4 5

## APPENDIX C

### Instructions, questionnaire one and questionnaire two in Czech

#### Využití krátkých video klipů ve výuce Anglického jazyka.

##### **Instrukce:**

Vaším úkolem je shlédnout celkem 8 video klipů. Nejprve si přečtete popis video klipu a tvrzení, které se k němu vztahují. Po shlédnutí každého video klipu rozhodněte, jestli jsou uvedená tvrzení pravda či lež, poté vždy obraťte na stranu 5 a v dotazníku 1 odpovězte na otázky vztahující se k danému video klipu.

**Klip 1 - V tomto video klipu se dozvíte o nebezpečí, které představuje psaní textů na mobilním telefonu při chůzi.**

Typ videa: Krátký film

##### **Tvrzení:**

1. Texting and walking has the same social stigma as drunk driving. **True / False**
2. Texting and walking is not dangerous at all. **True / False**
3. People do not look around while texting and walking. **True / False**
4. The man in the blue hat thinks that it is sometimes dangerous to walk and text. **True / False**
5. The safe way to text is to stand away from traffic. **True / False**

**Klip 2 - Tento video klip pochází z animovaného seriálu Simpsons. Postavy, které se v klipu vyskytují jsou: Homer, Marge, Lisa a šéf policie (police chief).**

Typ videa: Klip z animovaného seriálu

##### **Tvrzení:**

1. Marge asks Homer if he should not be at work. **True / False**
2. Mr. Burns is lost and he asks Homer where is the McDonalds. **True / False**
3. The police chief is dressed as a woman because he is on a stake-out. **True / False**
4. Homer gives the construction worker balloons because he does not like them. **True / False**
5. Homer tells Lisa that he will take her on an interesting trip. **True / False**

**Klip 3 - Tento video klip je komediální skeč, ve kterém se odehrává televizní rozhovor se členy Iráckého hnutí odporu.**

Typ videa: Komediální skeč

**Tvrzení:**

1. The interview takes place in southern Iraq. **True / False**
2. The woman interviews soldiers who are loyal to Saddam Husain. **True / False**
3. The soldier complains that Iraqi forces grow weaker every day. **True / False**
4. The soldier is mad about the subtitles . **True / False**
5. The soldier studied English at the University of Edinburgh. **True / False**

**Klip 4 - Tento video klip pojednává o plánované výstavbě tunelu blízko památky Stonehenge.**

Typ videa: Vzdělávací video

**Tvrzení:**

1. The name of the man in the video is Donald. **True / False**

2. British people never cared about the Stonehenge. **True / False**
3. Stonehenge is popular among tourists and druids. **True / False**
4. The plan to build the tunnel is controversial. **True / False**
5. The tunnel is supposed to ease congestion. **True / False**

**Klip 5 - V tomto video klipu se seznámíme s VLOGerkou Rayaou. Raya zde mluví o radách, které by dala svému třináctiletému já.**

Typ videa: VLOG

**Tvrzení:**

1. Everybody was making fun of Raya's eyebrows when she was growing up. **True / False**
2. Raya thinks that shopping is better than reading Harry Potter. **True / False**
3. Rayas advice is to learn to love who you are. **True / False**
4. Raya says that life is too short not to eat chocolate. **True / False**
5. Raya promises herself that everything will work out. **True / False**

**Klip 6 - Tento video klip obsahuje návod, jak si doma postavit útulný domeček pro kočku.**

Typ videa: Instruktažní video

**Tvrzení:**

1. You do not need a blue T-shirt to make the tent. **True / False**
2. You need a pair of pliers to build the tent. **True / False**
3. The coat hanger must go 2 inches trough the cardboard. **True / False**



4. The woman likes the tent frame she built. **True / False**

5. The safety pins are used to secure the tent. **True / False**

**Klip 7 - V tomto video klipu je představen produkt Apple Pencil.**

Typ videa: Klip produktového videa

**Tvrzení:**

1. Touch is not the primary method of interaction with the Ipad. **True / False**

2. When using the Apple Pencil, the system scans the screen twice as often. **True / False**

3. Using Apple Pencil, you cannot write in bold. **True / False**

4. The Apple pencil feels like the true drawing instrument. **True / False**

5. The battery of the Apple Pencil cannot last one hour. **True / False**

**Klip 8 - Muž, který se objevuje ve video klipu se jmenuje Nick a žena se kterou si povídá se jmenuje Jordan. Muž, který pořádá párty se jmenuje Mr. Gatsby.**

Typ videa: Filmový klip

**Tvrzení:**

1. In the beginning, Jordan says she remembers where Nick lives. **True / False**

2. Nick compares the party to a funeral. **True / False**

3. Nick thinks that he is the only one who received an invitation to the party. **True / False**

4. Nick does not really know the host of the party, Mr. Gatsby. **True / False**

5. People at the party think that Mr. Gatsby killed a man. **True / False**

**Dotazník 1 - hodnocení video klipů**



**Dotazník 2 - Video klipy ve výuce Angličtiny:**

**Instrukce:** Zaznamenejte Vaši odpověď na otázku tak, že zakroužkujete číslo, které odpovídá Vaší odpovědi (1-5) podle schématu níže:

1) určitě souhlasím, 2) spíše souhlasím, 3) nevím, 4) spíše nesouhlasím, 5) rozhodně nesouhlasím

**Stanoviska:**

1. Video ve výuce angličtiny považuji za užitečnou věc.  
1 2 3 4 5
2. Při sledování videí ve volném čase preferuji sledování anglických videí.  
1 2 3 4 5
3. Při sledování anglického videa uvítám možnost využít anglické titulky.  
1 2 3 4 5
4. Při sledování anglických videí preferuji videa nepřesahující délku 4 minut.  
1 2 3 4 5
5. Mám za to, že sledování videí v angličtině mi pomohlo zvýšit úroveň mojí angličtiny.  
1 2 3 4 5
6. Poslechová aktivita použitá s video klipy mě bavila.  
1 2 3 4 5
7. Poslechová aktivita použitá s video klipy pro mě nebyla náročná.  
1 2 3 4 5
8. Poslechová aktivita použitá s video klipy byla užitečná.  
1 2 3 4 5

## SHRNUTÍ

Tato práce se zabývá využitím krátkých videoklipů ve výuce anglického jazyka. Teoretická část popisuje terminologii zabývající se použitím videoklipů ve výuce. Dále také odpovídá na otázku, proč je využívání video klipů ve výuce blízké generaci studentů narozeným po roce 1990 a popisuje jak tento fenomén využít ve výuce angličtiny. Hlavní pozornost teoretické části je věnována rozebrání jednotlivých jazykových dovedností, které jsou používány a zdokonalovány při práci s video klipy v hodinách jazyka. Velký důraz je zejména kladen na jazykové dovednosti poslech a v menší míře také čtení.

Hlavním účelem praktické části bylo zjistit, který typ video klipu shledají studenti anglického jazyka nejvíce zábavným ve spojení s vybranou poslechovou aktivitou. Výzkum se skládal z osmi typů video klipů různých žánrů a studenti hodnotili každý z nich za pomoci několika výzkumných otázek. Z výsledků výzkumu je patrné, že nejvíce zábavným byly vyhodnoceny typy video klipů komediální skeč a animovaný seriál, které oba patří do žánru komedií.

Druhotným cílem praktické části bylo zjistit, zda studenti považují aktivitu použitou s video klipy jako užitečnou, zábavnou a zvládnutelnou a podstatná většina studentů na tyto otázky odpověděla kladně. Dále se tato část výzkumu zabývala návyky studentů ohledně sledování anglických videí obecně a v souvislosti s jejich využitím ve výuce angličtiny. Většina studentů se shodla na tom, že považuje použití videa v hodinách angličtiny za užitečnou věc a ve svém volném čase preferuje sledování videí v angličtině namísto sledování videí v jiných jazycích. Dále se shodla, že preferuje sledování těchto videí s použitím anglických titulků a neshodla se na preferované délce těchto videí. Naopak většina účastníků výzkumu se shodla, že sledování video klipů v hodinách anglického jazyka příznivě ovlivňuje průběh zdokonalování jejich jazykových dovedností.