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Teaching Aids - The Use of Video in English Language Teaching

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Zásady pro vypracování:

Bakalářská práce bude zaměřena na problematiku materiálních didaktických prostředků, konkrétně na využití videa ve výuce anglického jazyka; zohledněn přitom bude aktuální kontext kurikulární reformy a její cíle v oblasti jazykové / cizojazyčné výuky. V teoretické části práce bude nejprve pozornost věnována materiálním didaktickým prostředkům v obecné rovině, přičemž jejich využívání bude diskutováno ve vztahu k individuálním odlišnostem žáků (tj. především k subjektivním determinantám výsledků procesů učení žáků). Dále budou podrobněji analyzovány možnosti využití videa ve výuce anglického jazyka s akcentem na rozvoj interkulturní kompetence jako složky komunikativní cizojazyčné kompetence. V praktické části práce budou prezentovány výsledky výzkumu v oblasti využívání videa ve výuce anglického jazyka na základních a středních školách.

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Prohlašuji:

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Annotation

This work focuses on the use of teaching aids, namely the use of video, in English language teaching. The theoretical part of this thesis focuses at first on some general factors of pedagogy and the uses of video and then analyzes specific aspects of the use of video for language teaching purposes. Throughout the theoretical part, many suggestions and questions arise. They are being dealt with in the practical part where these questions are answered by students and teachers from primary and secondary schools. A conclusion on how the practical use of video in English language teaching differs from the theory is drawn from their answers.

KEY WORDS

Video; English language teaching; teaching aids; visual aspect; communicative language ability

Souhrn

Tato práce se zabývá použitím didaktických pomůcek, jmenovitě videa, při výuce anglického jazyka. Teoretická část práce se z počátku zabývá některými všeobecnými faktory pedagogiky a použití videa. Na tyto obecné faktory navazuje rozbor již specifických aspektů používání videa ve výuce jazyka. V průběhu celé teoretické části vyvstávají různé náměty a otázky týkající se použití videa v praxi. Jimi se zabývá část praktická. V ní jsou tyto otázky zodpovězeny z pohledu žáků a učitelů základních a středních škol. Z jejich odpovědí je na konci práce vyvozen závěr, jak se liší použití videa pro výuku anglického jazyka v praxi od teorie.

KLÍČOVÁ SLOVA

Video; výuka anglického jazyka; výukové pomůcky; vizuální stránka; komunikativní jazyková dovednost

Table of Contents:

1. Introduction

The topic of this thesis is "The use of video in English language teaching". The term "video" here is an overall term for the use of every accessible audio-visual material in the target language, in this case in English. This work consists of two parts. Theoretical, where the aim is to present video, and some of its aspects, as one of many possible teaching aids that can be used during the teaching/learning process, and practical, which is a research focused on the use of video in practice, based on the theory and the authors experience with this teaching aid. The theoretical part is based on literature concerning the use of video for English teaching/learning purposes.

The second chapter deals a little bit with the theory behind the teaching/learning process itself. The focus is put on Fleming's model of different types of learners and its relation towards teaching/learning with the help of audio-visual aid such as video, and the phenomenon of multiple intelligences as Howard Gardner presented them, their connection with language and communication and the role that video can play in targeting the individual types of intelligence.

The third chapter discusses the technical aspect of using video at school and some difficulties that the teachers might encounter in the preparation process, which requires the school to have proper technical equipment and the teacher to have the knowledge on how to operate the machines and where and how to obtain the video materials.

The fourth chapter briefly explains Bachman's communicative ability and outlines how some of its parts, which seem to have no connection to video, can be targeted using this particular teaching aid.

The following part provides a quick overview of how video as a teaching aid is seen by students and experts, usually teachers, who provide their opinions on this subject.

The next part highlights the benefits that video can have in the teaching/learning process, especially in comparison with other, not so complex teaching aids, such as audio, pictures, or textbook only.

Regardless of how complex and beneficial video is, there are some other aspects that should not be neglected: the importance and duties of the teacher as a participant in

the lesson, who directs the focus of the learners and puts the parts of the lesson into context. He/she is also the one who has to choose the suitable content of the lesson in terms of authentic and non-authentic materials and consider the age and the level of English of the students as well as the length of the activities.

The last chapters of the theoretical part present the roles the video can play in the teaching/learning process and the importance of combining learning and acquisition of language in order to master it.

The practical part starts with an introduction of the aim of the research and some essential questions. The following part deals with the research background and the methodology used to gather the data. The summary of the data is provided in the next chapters at first as a separate parts from each group and then together in comparison to highlight the differences between the groups. These findings are then enriched by the results of the piloted version of the questionnaire with a commentary of the author to highlight possible patterns that occurred. The conclusion of the research summarizes the findings in connection to the research aim and the essential questions. At the end of this thesis is a final conclusion that puts together the theoretical and the practical part.

2. The Theory Behind Teaching/Learning

2.1 Different Types of Learners

There are many models concerning this topic. One of the most common and widely used is Fleming's **VARK** model[1]. It is an abbreviation of four learning styles:

Visual learners   **R**eading/writing learners

Auditory learners   **K**inesthetic learners

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[1] FLEMING, Neil D. *The VARK Model* [online]. Available at:
 <http://www.vark-learn.com/english/page.asp?p=categories>, cit. 15.03.2010

Each of these types has its characteristic features that can help in the learning process, for example, visual learners learn by seeing and visualizing and need some kind of demonstration and visual materials. They use colours, highlighters or rearranging the information in their notes. Even the painting of the room can help. Auditory learners learn by listening and verbalizing and they prefer recordings and conversation.

Authors note: "auditory learners can benefit from having some audio stimulus while learning, the same stimulus can then help to revoke the information."

Reading/writing learners prefer text based input and output. That means that teachers should provide handouts or a list of key words so that the learners could read it over and over again. This type of learners should also make better performance in a written test rather than in oral examination. Kinesthetic learners learn by doing and solving real-life problems. They often move around while studying or explaining things to others (Friedman, 2008; 11-12).

Of course all students have these learning styles "developed" to some extent and all these learning styles can appear in a classroom and for that reason it is preferable to combine teaching styles and activities to fulfil all the needs of the learners.

To extend the importance of this theory even more, the "active training credo" by Silberman can be used (1996; 1):

What I **hear**, I *forget*.
What I hear and **see**, I *remember a little*.
What I hear, see, and **ask questions about** or **discuss** with someone else, I begin to *understand*.
What I hear, see, discuss, and **do**, I *acquire* knowledge and skill.
What I **teach** to another, I *master*.

From the facts presented above is clear that all these categories should be targeted during the lesson. Even though the English classes are usually smaller in the number of learners, the variety of students and of their learning strategies stands. According to the credo, the most efficient way of learning is the combination of all of these strategies and all of them can be addressed in "video lesson". The first two types

of learners would be pleased by the audio-visual aid itself, sometimes even the third type if the video is with subtitles or a written commentary, and the kinesthetic will appreciate the problems presented in the video or a follow-up role play.

2.2 Multiple Intelligences

Multiple intelligences (MI) are closely connected to the chapter above. The term "intelligence" and the first tests of intelligence were introduced by Alfred Binet at the beginning of the twentieth century to determine which students are likely to fail at school. At the end of the century, Howard Gardner challenged the idea of a single intelligence and introduced at first his seven types of intelligence, later added an eighth type and discussed the possibility of ninth (Armstrong, 2009; 5-6).

The theory of multiple intelligences according to Gardner consists of these eight types:

Linguistic	Musical
Logical-mathematical	Interpersonal
Spatial-visual	Intrapersonal
Bodily/Kinesthetic	Naturalist

Of course like every other theory, Garner's MI theory has its opponents as well. One of the disputes is over whether there are things like "musical intelligence" or "intrapersonal intelligence" etc. or whether they are just talents. But the question whether "linguistic intelligence" or "musical intelligence" exist, or whether there are just groups of people who have an aptitude for working with words or notes like writers or musicians is irrelevant for the needs of this paper.

"Language is held to be integrated with music, bodily activity, interpersonal relationships, and so on, language is not seen as limited to a linguistics perspectives but encompasses all aspects of communication." (Richards, Rodgers, 2001; 117)

Every person has all these "intelligences" developed to some extent and all the types of MI are associated to language, thus all of them should be addressed during the teaching/learning process. That can be achieved through mixing various activities and

exercises using video, discussion, single, pair or group work etc. Similarly to the use of video with different types of learning styles, some of the intelligences (linguistic, visual, musical) can be targeted by the video itself as well, and the rest can be easily addressed by related activities, e.g. creating own ending for a story (logical), role-playing some scenario related to what was presented (kinesthetic), writing a critique for a movie (intrapersonal) or settling a conflict (interpersonal) and so on.

3. Technical Background

Using video materials in lessons necessitates more thorough preparation on the teacher's side. To be able to prepare and then use some materials, the teacher should be well aware of the hardware and software he/she can use and should know how to operate it for the lesson to go smoothly. The equipage differs from school to school. The basic hardware which can be used is a television with a video recorder. This is equipment that every school possesses. Then the teacher needs to know where the parts of the recorded program are, otherwise it is much slower to get to them and therefore harder to incorporate them into the lesson and interact with the class. This problem can be solved by using a bit more modern technology. Personal computer with an overhead projector and a projecting screen is the most common alternative. Although it is a little bit "harder" to operate, now, in the third millennium, most of the teachers should be able to manage. Ideally, there will be an internet connection available with the computer. It will enable the teacher to use various websites that provide video materials such as YouTube or some television archives, which are a perfect alternative for schools that are not equipped with any teaching software – video materials and courses designed for teaching purposes. The last possible alternative is an interactive whiteboard, but again, it is not as common as a computer with a projector and even more difficult to operate. However, this teaching aid would help to create more interactive environment, which is appreciated especially by younger students. These boards come with teaching software designed for this specific technology or they can be used "normally" as any other computer screen.

All of these solutions enable the teacher to use their various features: sound, mute, freeze frame, slow motion or swiftly moving back and forth as they please and as the learners need.

But preparing such lessons is particularly difficult for the teacher, who has to take into account many things. He/she has to spend some time looking for a video sample that deals with the particular topic he/she wants to discuss in the class and then select one which best fits to his/her wishes and needs of the students. It is good for the teacher to have some background knowledge or experience working with video. He/she should know some "major" clips, movies or documentaries and know where to find them. Without this knowledge it would be time consuming and frustrating for the teacher who wants to prepare such lesson.

4. Communicative Language Ability

"The aim of most language learning is to acquire the ability to communicate with others in the target language. The process of language teaching and learning should also be communicative." (Lonergan, 1984; 1)

So called "Communicative language ability", which is a term used by Bachman, (for example, Common European framework uses the term "Communicative language competence"), is in general a set of skills that enables the participant involved in some kind of communication (speaking, reading, writing, listening, watching etc.) to formulate his thoughts comprehensively or to understand the other participant/s properly. In just a brief description, according to Bachman (1990; 81), it includes three components: strategic competence, psychophysiological mechanism and language competence. The language competence can be further divided into these subcategories: organizational competence (grammatical + textual competence) and pragmatic competence (illocutionary + sociolinguistic competence).

Grammatical competence includes such parts of language as: vocabulary, morphology (word forms, affixes), syntax (proper word order) or phonology (pronunciation).

Textual competence is the ability to join parts of language – spoken or written - (words, phrases, sentences etc.) together according to the rules of cohesion and rhetorical organization.

Single sentence can have many functions: imperative, request, assertive etc. Illocutionary competence is the ability to distinguish the proper meaning and function of an utterance, as in "It is almost midnight" for "it is almost 12 pm" or "it is late, you should leave".

Sociolinguistic competence is basically the ability to distinguish the proper language use according to the situation: formal, informal, dialect, slang, etc.

"Language does not occur in isolation; it occurs in a social context and reflects social rather than linguistic purpose. A child acquires a knowledge of sentences not only as grammatical, but also as appropriate to the context in which they are made."
(Revell, 1979; 4-5)

"Strategic competence provides the means for relating language competencies to features of the context of situation in which language use takes place and to the language user's knowledge structures (sociocultural knowledge, "real-world" knowledge)". (Bachman, 1990; 84) In a simpler way, it is the ability to improvise and manipulate the language to achieve some communicative goal, for example to persuade someone.

"Psychophysiological mechanisms refer to the neurological and psychological process involved in the actual execution of language as a physical phenomenon (sound, light)." (Bachman, 1990; 81-98) It refers to the skills that are used to gain or give information, visual, auditory and articulatory.

To achieve communicative competence, all of these features should be taught at schools. Of course all these aspects can be taught one by one through different types of activities but video can cover all these aspects at once. Grammatical structures are given in any type of communication, features of textual competence can be provided separately with sound only, subtitles only, or together. Illocutionary and sociolinguistic competence is provided not only by the context of the communication, but is backed up by the visual aspect of video as well. And the same applies to strategic competence and psychosociological mechanism, where the knowledge of the language, world and context is accompanied by the visual information.

5. Viewpoint on Video

The authors concerned with this topic say that video can make students more interested in the language and motivate them to learn.

"Most students show an increased level of interest when they have a chance to see language in use as well as hear it, and when this is coupled with interesting tasks." (Harmer, 2001; 282)

This opinion is shared not only by teachers, but by students as well. Feedback provided by students after a lesson where video was used clearly indicates that the diversity, which is provided by the video, makes the lesson more fun and the content more attractive for them. Also hearing and seeing new vocabulary and phrases in lively action makes them easier to learn than learning them by heart from a book[2].

"Children and adults feel their interest quicken when language is experienced in a lively way through television and video." (Stempleski, Tomallin, 1900; 3)

There is yet another much appreciated thing that video can provide the learners with, especially in countries where English is not the native tongue. Most of the lessons are taught by teachers who are not native English speakers and video or some audio recordings are the only way how to present English spoken by native English speakers in authentic situations.

"Using a video sequence in class is the next best thing to experiencing the sequence in real-life." (Stempleski, Tomallin, 1990; 3)

6. Benefits of Video

Lonergan provides his point of view on the benefits that video has and emphasizes that

> the outstanding feature of video films is their ability to present complete communicative situations. The combination of sound and vision is dynamic, immediate, and accessible. This means that communication can be shown in a context, and the many factors in communication can be perceived easily by viewers – and language learners. (1984; 4)

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[2] Students, J.K. Tyl Grammar School, Feedback after a lesson, 12 Nov. 2009

Having a variety of students in a class means dealing with students on different levels of English. Using video is a perfect way to help students to understand the language, even if they do not know what the words mean, through providing visual aspects of the communiqué. Video can also help in other ways. Transcripts of discussions do not provide any diversity. It is just a plain text. Audio recording can provide diversity of voices, but it still provides only the audio aspect of the speech whereas video provides both, the aural as well as the visual aspect.

"Dialogues and narratives are often used to provide realistic spoken language to the classroom. These "scenes" can be even more realistic with video which adds pictures, different voices and sound effects to it." (Allan, 1985; 48)

Large part of communication is expressed not in words, but in gestures, facial expressions, body language, poses, eye contact, different tones of voice (intonation, stress whispering) and so on. All these things can help students to understand the message, the emotions, or the mood in which the message is conveyed. Video can make use of this. Scenes where the actors do not speak and are only accompanied by short commentary are also comprehensible to viewers and can be used furthermore to guess what the actors could be saying, which is perfect for follow-up activities. Further information about follow-up activities and how to implement video into a complex lesson of English can be found in (Cooper, Lavery and Rinvolucri, 1991; also Stempleski, Tomalin, 1990, for detailed lesson plans with recommended level, purpose and suggested time; and Lonergan, 1984, with some brief ideas on how to complement the viewing tasks with guides).

"To get students to talk is sometimes very hard. Video can provide vivid presentation of characters and settings for role-play or it can have a strong impact on students that it sparks off fierce debate because we make our own interpretations of what we see." (Allan, 1985; 47-48)

In addition to that, Maňák and Švec interpret some data from practical researches on this topic and they indicate that

> the experience of teachers and results of researches proved that appropriately organized video lesson evokes learners observational, imaginative and thinking ability, motivates them, influences their emotions and causes changes in their behaviour and attitudes. Elevated level of concentration was also proven.
> (Translated by the author from Maňák, Švec, 2003; 184)

7. Aspects to Consider

7.1 Teacher's Role

Video in classroom is an aid which can be used, but the teacher stays very important part of the lesson. He/she provides necessary context for the video as well as pinpoints the parts which the students should focus on. Without this and other activities designed to complement the viewing itself it would take an enormous amount of time for the learners to learn something by watching films or videos on the internet. The teacher should also remember what was here presented in chapter two. Not all aspects presented above can be covered in one video material, so the teacher's role is to plan the lesson according to that and adjust the educational process as a whole to fulfil the needs of the learners.

"The aid is just an aid. It won't take over your teaching and it won't do your students' learning for them. If however you can identify its strengths in your own particular situation then an aid like video could add to the effectiveness of both." (Allan, 1985; 105)

7.2 Authentic and Non-authentic Materials

A teacher can use a variety of video materials. The basic distinction of such materials divides them into two basic groups - authentic and non-authentic. Authentic materials are those which are not made for language teaching purposes. "These materials, which have not been produced for language-teaching purposes, can be used in the classroom to bring to language learning the same benefits as other realia, such as newspaper articles, magazine pictures, or popular records." (Lonergan, 1984; 8)
Larsen-Freeman advocates the use of authentic materials because

> they help to overcome the typical problem that students cannot transfer what they learn in the classroom to the outside world and to expose students to natural language in a variety of situations, adherents of the communicative approach advocate the use of authentic language materials. Simpler authentic materials … that are realistic, are most desirable. Another possibility for the use of authentic materials with a lower level class is to use realia that do not contain a lot of language, but about which a lot of discussion could be generated. …" (1986; 136)

Non-authentic materials are those which are made for teaching purposes: "Only in America", "Mystery Tour" or "Grapevine"[3], which are materials for in-class use with exercises and materials such as "Sesame Street", "Muzzy in Gondoland" or "Once upon a time…", which are intended for domestic learning.

"Films made for language teaching have the obvious merit of being planned and produced for a language-learning audience. The film is likely to have an explicit language-learning goal, expressed in terms of language structures or a level of communicative ability." (Lonergan, 1984; 8)

As non-authentic materials are divided into two subcategories – for school and for domestic use – authentic materials could be divided as well. Even though the material is authentic, the English could be "natural" or "staged". Both can be found in authentic sources and both present "real-life" English. The main difference between these two subcategories is that "staged" English is somehow pre-modified and usually clearly articulated, thus it is easier to understand. The "real" authentic English may be harder to understand, because of the use of dialects or slang, the pronunciation does not have to be clear and the speakers often speak very fast, thus it can be used for improving listening skills or cultural competence.

7.3 Length, Age and Level of English

All of those materials mentioned above have their advantages and disadvantages, be it simple form, "rehearsed" and comprehensible English, "real-life" English with dialects which could be very hard to understand. But there are some other aspects of video that have to be remembered while working with this teaching aid. According to Allan, the length of the video is to be considered according to the use we want to make of it during the lesson time (45 minutes) and the particular students – meaning their age and level of English (1985; 18). The length of the video depends on three things. *What purpose does the video have?* If it is motivational video, which means a video material that is used only to set up a proper mood for some similar

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[3] VINEY, Peter. *Non-Authentic Video for ELT* [online]. Available at:

< http://www.viney.uk.com/original_articles/authenticart/nauthvidart.htm>, cit. 12.03.2010

activity, the length can be very short, up to one minute. Or if the video is to provide some activities related to it, the length depends only on the time that can be spent by watching it, such videos can take up to ten or fifteen minutes. The other two things on which the length depends are *the age* and *the level of English* of the particular group of students. Allan suggests that the lower the age and the level of the learners, the shorter the video should be. Pictures and sounds can help students to understand what is happening in the clip therefore materials which provide a lot of visual clues should be presented to younger students whose command of the language is on lower level. These materials should have low language demands and should be concerned with isolated parts of language rather than the narrative itself. With the age and the knowledge of students increasing, they can be more concerned with the plot and the message using the language only as a tool for understanding (1989; 73-74).

"Video can be used at every level, both as supplementary material for language reinforcement and skills practice (ideally once a week but at least once every two weeks) and as the main component of an intensive course or course module provided that suitable material is available." (Stempleski, Tomalin, 1990; 4)

8. Video, the Teacher's Aid

According to Allan, video materials can aid the teacher in four ways (1985; 19):

- Presenting language
- Presenting country and its culture
- Telling stories
- Presenting topics

This can also be connected to Bachman's theory of communicative ability, which is the ultimate goal in the teaching/learning process. In fact, most of Bachman's language ability, whether it is grammatical, sociolinguistic or illocutionary competence, in connection to the use of video can be addressed in "presenting language", which is one of the four roles that video can play in classroom according to Allan (ibid).

In the case of grammatical competence, the basic aspect of every language is vocabulary and the easiest way to teach it is to present a set of words and tell the students to remember them. It is easy and fast, so it would not take long. But there are methods that can be more interesting and more effective and it is good to use them even if they take longer. Such vocabulary presenting method can involve video material. It can be connected to some other activity where the students can be asked to note down the words they do not know while watching some clip, similarly to highlighting words while reading or it can be aimed specifically to some vocabulary aspect. For example, the students can be told that they are going to watch a piece of news on some topic; fashion, accident, sport event or weather forecast and to think of some words that can appear in the clip and then compare them with others. When the clip is played they can see whether they were correct or not, they will see some new words and most importantly they will see the situation and the use of the words in context.

Teaching pronunciation is very similar to how it is done with audio recordings only, or if the teacher him/herself presents it and the students are asked to listen and repeat. The benefit of using video here is in the variety of voices. In the clip there usually are a number of actors, all with different voices, speaking with different dialects, or using different intonation, which is always good for the learners to distinguish such phenomena and be to able to understand it in order to master the language properly. The things that video can add to these "standard" processes are some close-ups on a mouth or some three-dimensional models of the process to explain the mechanics of pronouncing particular sounds to students.

The other parts of grammatical competence can be done in similar way using both inductive and deductive approach towards teaching.

"Inductive teaching (also called discovery teaching or inquiry teaching) is based on the claim that knowledge is built primarily from a learner's experiences and interactions with phenomena[4]." Such teaching tool can be used for example in teaching the difference between "will" and "going to", where the students can observe different situations with the use of "will" or "going to" and then come up with the rules.

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[4] GRUMBINE, Rich., et al. *Biology Success* [online]. Available at:
<http://www.landmark.edu/institute/grants_research/biology_success/samples/inductivedeductive.pdf >.
cit. 24.03.2010

"Deductive teaching (also called direct instruction) is much less "constructivist" and is based on the idea that a highly structured presentation of content creates optimal learning for students. The instructor using a deductive approach typically presents a general concept by first defining it and then providing examples or illustrations that demonstrate the idea[5]."

For example activities presenting tenses or reported speech can make use of this in video clips like fairy tales that use a narrative recall very often or already mentioned "Once upon a time…", where the examples of the taught phenomenon can be presented and put into context.

The textual competence can be "presented" and "acquired" through story telling.

"The narrative of each story can provide a viewing task for students. It can lead to discussion about the problems the characters are facing." (Allan, 1985; 72)

It can also be good to make less "popular" topics more attractive. One example for all – "Once upon a time…The inventors; The man" etc. which is a very popular cartoon presenting scientific or historical facts in a way that is entertaining and acceptable for children.

In the case of sociolinguistic and illocutionary competence, using video materials can provide variety of situations on which the differences in meaning or the use of proper register can be presented and the students can easily distinguish the differences with the help of visual cues. For concrete video materials (see Allan, 1985).

"Teachers must demonstrate how language items are used, and in what situations they are appropriate. They must show learners that a choice of words is possible, indeed necessary, and will colour the propositional content of what they say. They must teach them, in short, the use of language as well as its usage." (Widdowson 1978; 3 in Jane Revell, 1979; 5)

The next role that Allan suggests video can take in the teaching/learning process is rather small but effective. Via presenting topics, a proper mood can be set. It is like using a colourful and dynamic television advertising to tell students what they should be interested in instead of using a plain text distributed on a piece of paper or just being

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[5] GRUMBINE, Rich., et al. *Biology Success* [online]. Available at:
<http://www.landmark.edu/institute/grants_research/biology_success/samples/inductivedeductive.pdf >.
cit. 24.03.2010

told by the teacher. For example, if there is to be a lesson dealing with global warming, a short documentary video can be shown to present related vocabulary, or problems connected to it with pictures of smoking factories and traffic jams. Such video can be a good starting point for a follow-up discussion.

The last area mentioned by Allan (1985; 19) and still not covered is "presenting country and its culture".

"Film and television segments offer students an opportunity to witness behaviors that are not obvious in texts." (Stephens, 2001, in Peterson, Bronwyn)

"Students cannot truly master the language until they have also mastered the cultural contexts in which the language occurs[6]."

Learning about the culture of some country is a long term process and showing it as background information through video, which supplies visual as well as audio aspect of communication, is probably the best way.

This part also has its competence. So called "Intercultural communicative competence (ICC)" and Fantini (2005; 1) provides one of the definitions: "ICC is the complex of abilities needed to perform effectively and appropriately when interacting with others who are linguistically and culturally different from oneself." He further claims that ICC encompasses multiple components such as variety of traits and characteristics, three areas or domains, four dimensions, proficiency in the host language and varying levels of attainment throughout a longitudinal and developmental process.

Fantini (2005; 1-2) also claims that it is useful to distinguish traits (innate personal qualities) from acquired characteristics developed later in life that are related to cultural and situational context because he thinks that it is important to know which abilities form an individual intrinsic personality and which can be developed through training. These traits and/or characteristics include among others: flexibility, humour, patience, openness, empathy, tolerance for ambiguity.

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[6] American council on the teaching of foreign languages. *Standards for Foreign Language Learning* [online]. Available at:
<http://www.actfl.org/files/public/StandardsforFLLexecsumm_rev.pdf>, cit. 02.04.2010

The three areas or domains involve the ability to establish and maintain relationships, the ability to communicate with minimal loss or distortion and the ability to collaborate in order to accomplish something of mutual interest or need.

ICC also has four dimensions: knowledge, attitudes/affect, skills and awareness. Proficiency in the host language is the ability to communicate in the host language.

The last part is the "developmental levels", which is a term that helps to monitor one's progress. There are four levels: Educational Traveller, Sojourner, Professional and Intercultural specialist. These terms are the equivalent for educational levels: beginner, intermediate, advanced and native-like (Fantini, 2005; 2).

A somewhat laic formulation of this could be that a person to be "culturally competent" should have - apart from the abilities and characteristics important for the native language (see "areas and domains") - some general knowledge and awareness of the target language, country or its customs. This would mean that in the Czech Republic that person would have to have the knowledge that there are two possible pronouns which could be used to address a person, "TY" or "VY" for English "YOU" and would have to be aware of the situations in which one or the other is used. The best way of developing ICC would be to travel abroad, but in a classroom environment, video is the closest and easiest way of providing such aspects.

9. Acquisition and Learning

Every language has its system, its grammatical rules and its pragmatic usage, (see chapter 4.). To master a language, one has to master all these aspects. Our native tongue is passed on orally, the "learner" listens to the speaker and observes the situations in which the language bits appear. In second language learning, sadly, learners get to the language mostly by learning it from books and listening to their teachers at school. Here, video inserts can provide some balance between the learning and the acquisition where the learners can be exposed to some authentic, or non-authentic video materials during the class and not only learn specific piece of language presented by the teacher and their textbook.

"The recognition or acquisition of a system can only result from a continuing exposure to language, for it is not possible to be exposed to all elements of the system simultaneously." (Brumfit, 1987; 40)

Native speakers of any language use their language automatically, they do not think about the rules of grammar or syntax. They achieve this ability through constant exposure to the language.

> "A process of acquisition may provide implicit knowledge which is used through mechanisms that guide automatic performance, and this is contrasted with a process of learning which may provide explicit knowledge used through mechanisms that guide puzzle- or problem-solving performance. Successful language use always appears to be automatic and based on implicit knowledge for most of the time." (Brumfit, 1984; 44)

But Brumfit (1984; 46) also presents the thought that learning does not contribute to acquisition and that natural language use arises out of acquisition, not out of learning. This idea can be more or less argued about, especially the first part. To acquire a language with absolutely no knowledge of its grammar, vocabulary etc. would be extremely hard and even harder with languages from different language group than is the learner's mother tongue. Though acquisition can be the main aspect of mastering a language, at least partial knowledge of grammar and mainly vocabulary can make it much easier for the learner to pick the rest up.

> "Utterances are initiated by the acquired system – our fluency in production is based on what we have picked up through active communication. Our formal knowledge of the second language, our conscious learning, may be used to alter the output of the acquired system, sometimes before and sometimes after the utterance is produced. We make these changes to improve accuracy." (Krashen, 1981; 2 in Brumfit, 1984; 45-46)

Even though the opinions on this topic differ it is undisputable that both parts play bigger or smaller role in mastering a language. In fact, school educational programs can be seen as a counterpart to this theory as learning plays the dominant part there. And not every bit of language students can hear or see must be necessarily correct. That can cause uncertainty in producing utterances on their own, or embarrassment while reproducing some wrong language they acquired. Learning can be the lesser part of mastering a language, but at least the knowledge gained through that can be used to

backup the language acquired. For these reasons, using video materials in class can help to balance these two aspects of mastering a language.

10. PRACTICAL PART

10.1 Aim and Essential Questions

The research was conducted on two groups of subjects, students and teachers. The aim of this research was to find out whether these two groups find video as a useful teaching aid and whether they use it accordingly to what the theory suggests.

The research itself is built on these questions:

- What is the general attitude towards the use of video for teaching and learning purposes?
- Is video used as a teaching aid as widely as the theory suggests it should be?
- Is the equipage of schools sufficient for the needs of the teachers and learners?
- Is the technical and theoretical knowledge of today's teachers' sufficient?
- Does video help students in their study of English in any way?

These questions are based on the problems suggested in the theory and the presuppositions of the researcher. To provide a general result as valid as possible, viewpoints of students and teachers are analyzed at first as separate groups and then compared with each other. To strengthen the validity furthermore, the results are associated with those from the piloted version of this research and enriched with the researcher's commentary. The data from the piloted questionnaires are not used in the final outcomes and are not depicted in the graphs that can be found in the appendix, but the questionnaire can be found there.

10.2 Research Time Plan

The research plan consists of individual stages, which were planed, added or changed during the writing process.

Table 1. Research Time Plan and Development

Stating the content of this work	30.4.2009
Consulting literature	1.12.-14.12.2009
Preparing first version of the questionnaire	10.12.-15.12.2009
Distributing the first version of the questionnaire	16.12.-18.12.2009
Analysis of the data	20.12.-30.12.2009
Consulting further literature	10.1.-20.3.2010
Adjusting the questionnaire	25.3.-3.5.2010
Distributing the questionnaire	5.5.-17.5.2010
Analysis and interpretation of the data	17.5.-15.6.2010

After the first consultation of the literature, the first version of the questionnaire was prepared, distributed and analyzed to validate the theories presented in the literature. After the analysis of the data and further consultation of the literature, the questionnaire was adjusted and extended of the teachers' version to better meet the requirements of this research and to cover more areas.

10.3 Research Background and Methodology

For the purposes of this research, Nunan (1991) and Gavora (2000) were used as a base literature. Gavora (2000; 12-13) says that research has six stages: stating the research aim, which was already done above, consulting literature, preparing research methods, gathering and analysing the data, interpreting the data and writing a report. In the research methodology, the researcher should think how he is going to conduct the research and pick a research tool according to that.

This research was conducted with two groups of subjects from primary and secondary schools. The first is a group of six teachers, the second group consists of twenty-six primary and seventy-four secondary school students. These groups come from four different schools. The first one is a primary school with extended language education, the second and third are grammar schools and the fourth one is a private school which combines a language school, grammar school, business school and college.

Due to the aim of this research, mainly closed questions and the number of subjects, these aspects were anticipated, a questionnaire was used as a research tool with the students and a structured questionnaire in case of the teachers. This provides quantitative data, which will be further interpreted, and a statistical outcome.

All the questionnaires used for the purposes of this thesis were made by the author. The questionnaire for both students groups is in Czech to avoid any problems with understanding. The student questionnaire consists of six closed questions. In one of them, students can be more specific.

The questionnaire for teachers is in English and consists of eight questions, both open and closed with the opinion to provide any other information. Any problems with terminology used in the questionnaires were dismissed in the discussion over the questions, where the teachers provided useful feedback.

10.4 Primary School Results

To ensure the validity of the outcome provided by these younger students, their teacher, as a person who knows them the best, walked them through the questionnaire, answering any possible questions. Providing specific numbers in this part would be misleading due to the imbalanced number of subjects in each group, therefore detailed graphs providing precise statistical data can be found in appendix four on pages 50-53.

In the first question, the students were asked to compare four terms: grammar, listening, speaking and reading according to how strong they feel in these areas. These terms were chosen as representatives of Bachman's communicative ability (see chapter 4.). They are usually tested in schools and can be understood and answered by the students.

From the answers gathered it seems that the area which are the students most comfortable in is reading and text comprehension. On the second place is speaking and on the last, but shared place, are grammar and listening where the students feel a little bit weaker.

The answers to the second question: "What do you find more beneficial for your English development?", were distributed equally between the two possibilities, which

means that they find both learning English at school and acquiring the language through various media at home equally beneficial for their English development and it presumably depends on the learning style the students have.

The third question: "Have you ever met a native speaker? Could you understand him?", has much clearer results as all the students answered that they met with a native speaker. Majority of them was able to communicate with him/her if the language was put slowly and comprehensibly. Some students even claim they had no difficulty communicating with a native speaker.

This outcome states that the level of English the students have is sufficient for them to be able to communicate in English, but the language presented to them by the teacher, the book or any other non-authentic teaching aid is always stylized and the students seem to need to be exposed to more **authentic** materials such as television news etc. to get used to the "real-life" English.

Question number four has the clearest result as **all** the students answered they use video material at least once a month and some even specified that it is usually every other week.

In the fifth question, students were asked whether they think the visual aspects of video can help them to understand better and if so, to specify those aspects that are beneficial for them; some options were provided for the students. Majority of them answered that they do think video helps them to understand and they emphasized aspects such as gesticulation, facial expressions, or that they can actually see what is going on (picture). Plus some other aspects appeared as well, such as intonation, body language, context, strength of the voice and the speed of talking. As most of the students stated several ways in which the video helps them to understand, it confirms the theory that video is a complex teaching aid and it is the combination of various features that is so beneficial in the learning process.

The last question asked was whether they watch videos in English at home and whether they use subtitles in their mother language, in English, or none. Absolute majority claimed that they use Czech subtitles. Only a few from the sample claimed they use English subtitles, or none, and some do not watch video at home.

The overall outcome of the survey carried out among primary school students shows that the frequency of the use of video at school accords to what is suggested in the theory, that is at least once every other week. The attitude towards video is positive and its use is appreciated, but its use at home is in most of the cases accompanied by Czech subtitles, which indicates why they consider listening as their weakness and why most of the students answered that they needed the native speakers to speak slowly and to articulate properly for them to understand.

10.5 Secondary School

Students of secondary schools were asked the same questions as primary school students so that the results could be compared later on and possibly some differences could be found in the use of video in primary and secondary schools and in the attitude of primary and secondary school students towards video in English. Again, graphs can be found in appendix four on pages 50-53.

The answers for the first question clearly determined that the area in which the students feel the strongest is reading comprehension and the weakest in listening.

The preference of the students in terms of learning English at school and acquisition through various "aids" like internet, computer games, music and so on at home is evenly distributed between the two options.

Majority of the students met a native speaker, but only about one third of them claims to have no problems communicating with him/her, the rest answered that they understood only when the speaker articulated properly and spoke slowly. Few of them said that they never met a native speaker.

More than half of the students answered to the question: "How often do they use video at school?" that they do so at least once a month, the answers "once a year" and "never" got almost the same amount of "votes" and the smallest number of votes was given to "once a week".

In the next question almost every student answered that they think video can help them to understand, especially the picture itself, the context and the facial expressions.

As for watching video in English at home, most students use Czech subtitles while watching, the rest of the answers was equally divided between the uses of English subtitles, no subtitles at all and not watching English videos at home at all.

These answers indicate that even though the students see video as a beneficial teaching aid, it is not used as often as it should be and that may be the reason for the uneven distribution of their answers between the options in question number one. For the question number three stands the same as in the previous chapter.

10.6 Teachers' Results

The questionnaire for the teachers was slightly different from the one for the students. The teachers' questionnaire was in English and some of its questions covered slightly different areas than those in the student version. Graphs for the teachers' questionnaire can be found in appendix five on pages 53-55.

In the first question, they were asked whether they use video as teaching aid, which they all answered affirmatively.

The second question was to determine whether the teachers' believe more in learning, acquisition or combination of both. Five of the teachers believe in the combination of both and all stated the same reason, which is that the two strategies, "acquisition" and "learning", support each other. One of the six teachers believes in learning and learning only and the reason for that are years of experience.

In answers to the next question they clarified for which purposes they use video. The terms presented by Margaret Allan (see chapter 8.) were used for the options. From the group of six teachers, five of them claim to use video for "presenting language", four of them for presenting "culture", only three of them use video for "presenting topics" and the least favourite answers is "telling stories", which is used only by two teachers.

The teachers all agreed that the visual aspect of video can help their students to understand as they can see the context, gestures etc. and with video they can use more senses.

The next question should determine whether it gives the teachers' any difficulty to conduct a lesson with the use of video materials as regards school equipage and their skills operating the technology. Five of them said that they have no problems conducting such lesson, which means that their schools are well equipped and they have sufficient knowledge on how to operate those systems. The last one thinks that their school equipage is insufficient. The most common equipment was an over-head projector with a personal computer and a connection to the internet, which is highly valued as an easily and quickly accessible source of videos, but there were some interactive boards in some classrooms as well.

As for authentic and non-authentic materials, most of the teachers prefer combination of both, similarly to the combination of learning and acquisition. Two teachers said that they prefer non-authentic materials as they are ready to be used and are of better quality.

The answers to the question, whether their school is equipped with any non-authentic video materials, they all said "yes".

As a last part of the teachers' questionnaire, they were supposed to summarize what they think about video as a teaching aid.

They all agreed that it can help to motivate students, it is good because the students can see and hear authentic language in real-life situations, it provides extended vocabulary and it is good for listening comprehension but there is not always enough time to use it as it is quite time demanding.

This questionnaire provided answers for all the preset essential questions, most of them were positive ones. The only negative comment expressed by the teachers in connection to video is its time-demanding character, which they think limits their ability to use it.

10.7 Comparison

To get some idea whether there are any differences between the schools where the survey was conducted in terms of educational styles or whether the perception of

video as a teaching aid is any different due to the age of the students, the results must be compared.

In question number one, primary school students put all four given categories more or less on the same level, slightly favouring "reading" and putting "grammar" and "listening" into slight disfavour, but the differences between the four possibilities are not big. This outcome is presumably so equal due to the nature of the school and its high level of language education. Although the answers of secondary school students are in favour of "reading" and they disfavour "listening" similarly like primary school students do, the gaps between the categories are much bigger and it is obvious that for secondary school students, listening is something they would like to avoid and is should probably be addressed more in the lessons for the students to gain more confidence.

In closer look, there is not much of a pattern in the answers provided by the primary school students, who divided their answers more or less equally in question number one and two. But that is not the case with the secondary school students. From the sample of seventy-four students, only eighteen consider listening as their strength. Only four of these eighteen think that school is more beneficial for their language development than what they do at home.

Answers to the second question correspond with the claim of teachers, that both learning and acquisition support each other and are equally beneficial. Both groups of students put school education on the same level with the acquisition of English they encounter at home in terms of what is more beneficial for their language development. That means that students think that both aspects of mastering a language, learning at school with a teacher and a textbook and acquiring language at home with various aids such as television, music, internet or computer games, are equally important as well. The theory holds slightly different opinion in this matter. It inclines more towards acquisition as the core element of mastering a language, but the answers of the teachers and the students disprove such opinion as they consider these two elements to be equally important in the process.

Answers of both age groups to the third question are again in agreement as eight primary school students answered they have no problems understanding a native

speaker whereas seventeen said they can understand only if he/she speaks slowly and articulates clearly. The ratio of secondary school students is similar as twenty have no problems and fifty need slow and articulated speech. This only underlines the outcomes from the first question.

Next question showed a difference in how often they use video. Primary school students use video materials much more then secondary school students. The fact that all primary school students said that they use video at least every other week again underlines the equal outcome in the first question as the theory suggests that video is a complex teaching aid, whereas secondary school students answered "once a month" half of the times and the rest of the answers was "once a year", "never" and "once a week", where the last possibility was chosen only by six students out of the seventy-four students questioned.

The theory suggests that only a small part of a message is conveyed through the language itself. The teachers agreed that with the use of video students can use more senses. The sixth question was asked to determine whether the students themselves can make a use of that and what are the specific aspects that can help them understand. A clear answer was given by the students of secondary schools, where seventy answered that the multiple aspects of video can help them understand and only four of them said it cannot. Among primary school students twenty of them said that it can help and six that it cannot. In terms of specifying those aspects that students find the most valuable, both groups agreed on the picture itself. The theory speaks about the disability, or ability, to perceive a communiqué as a whole, where younger students pay attention mainly to what is going on right now and to what they can see right now in a short span, whereas older students can perceive it as a whole and the language functions only as a means of passing on the message. This was partly proven by the choices the students made. Other features of the video appreciated by the younger students, after the picture, are "facial expressions" and "gesticulation" followed by the "strength of voice" putting "context" as their fifth choice. This can be interpreted that they value what they can see or hear at the moment more than the "thing" as a whole. On the other hand, older students put "context" right behind the picture. The next most appreciated aspects of video for older

students are again "facial expressions" and "gesticulation". This shows a clear difference in how can different age groups perceive a video material.

The last question again backs-up the fact why both groups have problems with listening activities and understanding authentic language. Both primary and secondary school students said that if they watch video in English at home they use mainly Czech subtitles. The second most voted option by both groups was that they do not watch video in English at all.

10.8 The Authors Commentary

This research was piloted on a large scale with a questionnaire slightly different from the one evaluated here among about fifty more students. Though these questionnaires are not accounted for in these results, they help to create a pattern and strengthen the validity of the outcomes in those areas that were the same for both questionnaires.

There were four questions that were used in both questionnaires. One of them was how often they use video in English lessons. Both versions show the same results. Video is used much more in primary schools than it is in secondary schools. My own experience from variety of classes with variety of teachers is that secondary school teachers rely too much on the book and the lessons are usually grammar focused. Their students can be then strong in terms of grammar but their actual command of the language is still very limited.

It seems that hand in hand with this goes another question common to both questionnaire versions where the students were supposed to order grammar, listening, speaking and reading according to how comfortable they feel in those areas. The results from primary school presented here were not definite ones as all four categories were almost even. The results from secondary schools did send much clearer message that reading and grammar are the strong areas and listening is the weak one. But in combination with the results from the piloted version a clear pattern stands out that younger students who use video more often feel the strongest in listening and reading

and the weakest in grammar, where on the other hand the older students who do not use video as often, clearly consider grammar as their strength and listening as a weakness. These results are in agreement with my experience with the use of video and my abilities in listening and grammar.

The question whether they think that video can help them understand was also common for both questionnaires and the results clearly say that it can help, which only confirms the theory and my personal believe, so there will be no further commentary on this aspect.

But that is not the case with the last common and significant area, the use of video at home, with or without subtitles. This is an area that is not covered in the theoretical part of this thesis due to the lack of information found in the books upon which it is based. If we take the test questionnaire and put it together with the one used for this research, we can conclude that primary school students either do not watch video at home or watch it with Czech subtitles. I think this is an understandable phenomenon as the younger students lack the experience working with the video, or they do not know where they can see some. Their lower command of the language could also be an issue as it does not allow them to absorb, for example, a whole movie in English, or it does not motivate them to watch such a movie without subtitles, or at least with the English ones. And the situation in our media is not helping either. Public media would be a perfect source of such videos for those who are limited by their lack of experience working with the internet and other sources. Unfortunately, if there is a video in English suited for these students, such as "Learning English with Ozmo", it is broadcasted along with Czech subtitles, which leads only to passive viewing and reading the Czech translation, pushing the purpose of the video, learning English, aside. Personally, I would appreciate the system, which is for example in Sweden, where children are surrounded by original video materials that are not translated or accompanied by subtitles. The general lack of English videos is compensated at least in primary schools.

Sadly, that cannot be said about secondary schools. These students should be more experienced in the field of information technology and should familiar the sources where they can watch videos in English. Their command of the language should be sufficient as well, yet vast majority of them still uses Czech subtitles. This may be due

to their listening "abilities", but unlike the primary school students, this fact seems not to be compensated for in their school education.

As long as there are no wildly accessible programs in English without translation in the television, schools should compensate for that and try to build up from cartoon learning programs for the youngest to more advanced programs for the older ones that can be accompanied by English subtitles at first, and continuously head towards the use of plain video to gradually reduce all the factors that drag away students' attention from the video and the language.

10.9 Conclusion of the Practical Part

The questionnaires successfully answered all the questions brought up by the theoretical part. These questions and the overall aim of this research are stated at the beginning of the research part of this thesis.

Though it was proven that video is being used as a teaching aid by all the questioned teachers and all of them, as well as the students, have a positive attitude towards it, the results show that especially in secondary schools it is being used only occasionally and the frequency does not correspond with the potential the video as a teaching aid has, which is presented in the theoretical part. From what the teachers said and from what I was able to see, the equipage of the schools is sufficient for the needs of the teachers and the students. A number of classrooms is equipped with a computer with a connection to the internet and an overhead projector and there is at least one classroom with an interactive board in those schools where this survey was conducted. In addition to that, according to the teachers, every school where this research was conducted is equipped with some non-authentic audio-visual material for English language teaching. All the teachers and most of the students confirmed the usefulness of video as a teaching aid, but from the research it is obvious that its full potential in teaching/learning process was not reached in these schools and by these teachers and students. From the gathered data it seems that the schools still work mainly with the "traditional" resources, a teacher and a textbook, as most of the students consider reading and speaking as their strength but listening as a weakness and most of them need to use subtitles in their mother tongue. Listening is on the other hand seen as a

weakness especially by the secondary school students, where video is not used as often as it should be. More frequent use of video for listening purposes without any subtitles would be in order to develop students' perception abilities. The visual aspect of video, which was considered very beneficial by the students, would help them overcome the probable lack of listening practice in order to understand the presented bit of language.

11.   Final Conclusion

The thesis dealt with the use of teaching aids in English language teaching, namely with the use of video for this purposes as one of many available aids in today's teaching/learning process. Throughout the literature, video was presented as very useful but sometimes neglected teaching aid. The theoretical part of this thesis focused at first on some general educational issues and their possible relations to video. Then it focused on specific aspects of using video and provided ideas and theories how to implement this particular teaching aid into an English language lesson. From the facts provided in the theoretical part, it is evident that using video should be an essential part of English language teaching and that applies even more in countries where English is not the mother tongue. Teachers should remember that and include it in their lessons at least once every other week, which is not that often, as the theory suggests.

The practical part of this thesis tried to find out whether these theories about the use of video and learning English work in practice. The research for example disproved of such theories that acquisition is more important than learning, or at least in the opinions of the students and the teachers. It confirmed the benefits of video and dismissed the worries about the technical background.

Though it could be said that the positive point of view on video presented in the theoretical part was confirmed in the practical part, this was just a basic research mapping the situation in primary and secondary schools and their attitude towards video. But it pointed out some areas that would be interesting to look into in more detail in further study, for example to observe the actual use of video in English language lessons and how students actually profit from its usage.

12. Resumé

Tato práce se zabývá použitím didaktických pomůcek, jmenovitě videa, pro výuku anglického jazyka. Práce je rozdělena dvou na sebe navazujících celků. První, teoretická část, se včetně úvodního představení práce skládá z devíti kapitol, ve kterých jsou postupně diskutovány nejdříve obecné otázky týkající se výuky, konkrétně odlišné typy učení u studentů v kapitole druhé, a sedm dimenzí systematické teorie inteligence, jak je představil Howard Gardner, v kapitole třetí. Na tento obecně pedagogický úvod navazují různé aspekty, jenž jsou spojovány s použitím videa pro výuku. Začínaje opět v obecné rovině s přechodem k již konkrétním aspektům použití videa. Jako první tedy byla nastíněna otázka technického zázemí, které je potřeba pro využití videa jakožto didaktické pomůcky v hodinách anglického jazyka, a škola by tedy měla mít dostačující vybavení stejně jako by měli mít učitelé dostačující znalosti a zkušenosti s ovládáním těchto zařízení. Následuje kapitola, která ve zkratce představuje komunikativní kompetence tak, jak je popsal Bachman. To je sice opět obecně pedagogická otázka, ale pro účely této práce byly jednotlivé kompetence představeny jen v krátkosti jakožto hlavní cíl ve výuce jazyka a na jejich představní již navazuje diskuse, jakou roli by mohlo sehrát video při snaze o jejich dosažení. Poté je již představen pohled na video jakožto na didaktickou pomůcku nejen očima odborníků pedagogů, na jejichž dílech je tato práce založena, ale i očima žáků, jakožto cílové skupiny. Dále jsou představeny výhody, které může video do vyučovacího procesu přinést vzhledem k vyučovacímu prostředí, zvláště v zemích kde je mateřský jazyk jiný než anglický, nebo jiným, ne tak komplexním vyučovacím pomůckám jako jsou obrázky, učebnice či audio. Při používání videa se objevuje mnoho aspektů, na které by se nemělo zapomínat. Tím se zabývá kapitola sedmá. Nejprve poukazuje na stálou roli učitele ve vyučovacím procesu, který by neměl využívat video jako domácí televize pro zábavu studentů, ale měl by formovat vyučovací proces vzhledem k potřebám studentů a snažit se tak maximalizovat prospěšnost videa pro jejich jazykový rozvoj. Dále by měly být vzaty v potaz rozdíly mezi materiály určenými pro použití ve výuce a materiály, které jsou prvotně určeny pro jiné účely, jako filmy, seriály či televizní zprávy. Oba dva typy mají své výhody i nevýhody. Materiály určené přímo pro školní výuku bývají hůře dostupné a jejich nabídka není tak široká, také jejich jazyk je stylizovaný a nenabízejí

pragmatické využití jazyka v reálných situacích. Na druhou stranu pokud už je škola těmito materiály vybaveny, jejich vizuální kvalita je garantována a učitelé mají také ulehčenou práci s vyhledáváním vhodných materiálů, jelikož přesně vědí, na co jsou daná videa zaměřena a pro jaké účely se tedy dají využít. Ostatní materiály, které nejsou připravovány jako školní pomůcky, mají nevýhodu v tom, že učitel musí nejdříve najít vhodná videa, najít v nich požadované prvky a připravit cvičení pro žáky, která jsou v případě „školních" videí často předpřipravena a dodávána spolu s videm. Jako přednosti jsou pak brány široký výběr videí, zejména na internetu, jejich autentický jazyk a použití v běžných životních situacích, což studenty často motivuje při práci s takovýmto materiálem. Dalšími prvky, na které by se měl brát zřetel při práci s videem, jsou délka videa, věk studentů a jejich znalost daného jazyka. Co se délky videa týče, měla by být odvozena od druhu videa a k jakým účelům má být video použito. Promítat studentům celý, přes hodinu dlouhý, film, by nemělo moc smysl. Délka takového videa by podle jeho typu měla sahat od pár vteřin do patnácti až dvaceti minut. A to proto, aby žáci neztráceli koncentraci, aby se stihla udělat cvičení s videem spojená, což musejí učitelé stihnout za dobu běžné vyučovací hodiny, a také proto, že video může být využito pouze pro ilustraci před nadcházejícím cvičením nebo na představení nejdůležitějších bodů, třeba pro diskusi. U takových videí je jednoduše zbytečné aby přesahovaly jednu či dvě minuty. Délka videa je také spjata s věkem studentů. Mladší žáci dokáží udržet koncentraci po kratší dobu a pro ně určená videa by tedy neměla být neúměrně dlouhá. S věkem jsou pak spojeny problémy s vhodným výběrem videa a funkcí jakou by ono video mělo plnit. Pro mladší studenty, jak již bylo zmíněno, jsou vhodná kratší videa, ale také například hodně barevná, videa, které neobsahují dlouhé a jazykově náročné dialogy, ale dá se o nich dlouze diskutovat. Co se úrovně znalostí anglického jazyka týče, je to společné pro všechny věkové kategorie. Pro studenty s menší znalostí jazyka jsou tedy vhodná videa, která jsou svou obsahovou stránkou v tomto ohledu méně náročná a těmto studentům by takto měly být předkládány pouze jednotlivé části jazyka. Něco jiného je to ovšem u jazykově již zdatnějších studentů, kteří dokáží porozumět delším úsekům a jazyk samotný v jejich případě slouží pouze jako zprostředkovatel zprávy či obsahu. Předpolední kapitola teoretické části se prezentuje možnosti, ve kterých může učitel video ve výuce využít. Tyto možnosti byly vyjádřeny čtyřmi souhrnnými názvy, prezentování jazyka,

prezentování zemí, a jejich kultur, vyprávění příběhů a prezentování témat. V průběhu této kapitoly je nastíněno pár námětů, jak by mohlo být video pro tyto účely použito a jaké jsou v tomto směru jeho výhody či nevýhody. Poslední kapitola první části pak diskutuje poněkud kontroverzní téma podvědomého (nezáměrného) a záměrného učení. Kontroverzního proto, že ač všeobecně převládá názor, že nezáměrné učení je pro osvojení jazyka důležitější než to záměrné, diskutabilní zůstává přinejmenším poměr, kterým tyto dvě složky do osvojovacího procesu přispívají.

Druhá, praktická část, pak navazuje na část teoretickou a snaží se vyzkoumat rozdíly v používání videa mezi tím, co je uvedeno v teoretické části a tím, jak vypadá použití videa v praxi. Tato část je rozdělena do devíti kapitol. Na začátku je uveden cíl praktické části a dílčí otázky, které by k němu měly vést a jsou odvozeny z teoretické části. Poté je uveden časový rozpis, ve kterém se výzkum odehrál a jsou popsány i změny, kterými tento výzkum prošel v průběhu studia literatury a testovacích fází. Následuje popis, prostředí, ve kterém byl průzkum proveden společně s teorií, na které bylo sestavní průzkumu založeno a také popis specifik jednotlivých zkoumaných skupin. Samotný průzkum byl rozdělen na dvě části. První část byla zaměřena na studenty základních a středních škol kde byly pomocí jednoduchého dotazníku zjišťovány jejich názory a postoje vůči používání videa pro jejich výuku anglické jazyka. Tento průzkum byl proveden na vzorku sta studentů. Druhá část pak byla formou strukturovaného dotazníku zaměřena na jejich učitele, celkem šest subjektů, kteří zodpovídali podobně zaměřené otázky. Například na vybavenost jejich školy pro tyto potřeby nebo na jaké účely v hodinách video používají. Jednotlivé dotazníky jsou pak vyhodnocovány a jejich výsledky porovnány a okomentovány. Nejdříve jsou vyhodnoceny zvlášť dotazníky žáků základních a středních škol a také učitelů. Jejich odpovědi jsou pak porovnány, aby odhalily názory subjektů na video jakožto didaktickou pomůcku a zda se nějakým zásadním způsobem liší odpovědi jednotlivých skupin, které by mohly poukazovat na odlišnosti ve vzdělávání na základních a středních školách a na odlišnosti v učení mezi jejich žáky. To je mezi staršími a mladšími, a mezi začátečníky a pokročilými co se jazykových znalostí týče. Po tomto porovnání následuje autorův komentář hodnotící výsledky průzkumu nejen na základě prostudované literatury a výsledků získaných z dotazníků, ale i na základě vlastních zkušeností v této oblasti. V konci praktické části jsou pak shrnuty závěry z těchto

průzkumů. Tento průzkum odhalil, že byť je vztah jak studentů, tak učitelů k videu kladný a obě skupiny jsou si vědomy přínosů videa ve vzdělávání, je video používáno v dostatečné míře, to je alespoň jednou za dva týdny, pouze u studentů základních škol. Dle vyjádření učitelů limituje jeho častější použití v hodinách anglického jazyka především jeho časová náročnost jak v oblasti přípravy, tak v oblasti použití. Dále průzkum odhalil rozdíly u studentů základních a středních škol v tom, co považují za své přednosti nebo v čem mají nedostatky při používání jazyka. Zatímco studenti základních škol nemají výraznější výkyvy v porozumění textu, mluveném projevu či gramatice a poslechu, kde se o něco lépe cítí v prvních dvou uvedených oblastech, rozdíly mezi těmito oblastmi jsou u studentů středních škol více než značné. Na první místo umístili shodně porozumění textu, ale již s větším odstupem je na druhém místě gramatika následována mluveným projevem a jako oblastí téměř neschůdnou se pro ně jeví poslech. Ve zbytku výzkumu panovala mezi těmito skupinami víceméně shoda. Obě skupiny považují za stejně prospěšné, navzdory teorii, obě části osvojování jazyka, záměrné i nezáměrné učení. Na otázku, zda se dorozumí s rodilým mluvčím, odpovídaly obě skupiny opět shodně, že dorozumí, pokud mluví pomalu a srozumitelně. Obě skupiny se také shodly na tom, že jim video pomáhá v porozumění i složitějšímu jazyku díky aspektům videa, které nejsou u jiných didaktických pomůcek. Zde se jejich odpovědi mírně lišily v názoru, jaké konkrétní aspekty jsou pro ně nejužitečnější. Obě kategorie shodně považují za nejprospěšnější obraz samotný, který je u mladších studentů následován mimikou či gestikulací, kdežto u starších studentů je podstatné, v jakém kontextu je daná situace a použitý jazyk. V otázce používání titulků při sledování videa doma převládá u obou skupin použití českých titulků. Jelikož se jednotlivé skupiny liší počtem respondentů, je vyhodnocení dotazníků a jejich následné porovnání pouze slovní a v příloze jsou pak vloženy grafy s procentuálním vyhodnocením odpovědí studentů i učitelé, které tak poskytují lepší obraz na shody či odlišnosti v odpovědích jednotlivých skupin.

Práce je pak zakončena závěrem, který shrnuje a vyhodnocuje obě části práce a spojuje ji tak v jeden celek.

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14. Appendix:

List of appendices:

1) Piloted version of the questionnaire
2) Students' questionnaire
3) Teachers' questionnaire
4) Students' graphs
5) Teachers' graphs

APPENDIX 1: PILOTED VERSION OF THE QUESTIONNAIRE

1. Jak často používáte video v hodinách anglického jazyka?
    a. Alespoň jednou týdně
    b. Alespoň jednou měsíčně
    c. Jednou za rok
    d. Nepoužíváme

2. Vyhovuje Vám počet hodin s použitím videa?
    a. Vyhovuje
    b. Chtěl/a bych vice
    c. Chtěl/a bych méně

3. Baví vás hodiny s použitím videa?
    a. Ano
    b. Ne
    c. Je to lepší než nic
    …………………………………………………………..

4. Myslíte, že je pro Vás použití videa v hodinách prospěšné?
    a. Ano – lepší než hodiny bez něj
    b. Ne – horší než hodiny bez něj
    c. Stejné jako hodiny bez videa
    Pokud ano, co jste se tím naučili:

5. Pomáhá Vám video v porozumění, i když neznáte všechna slova?
    a. Ano
    b. Ne
    Pokud ano, jakým způsobem:

6. Díváte se na videa v angličtině i doma?
    a. Ne
    b. Ano – používám české titulky
    c. Ano – používám anglické titulky
    d. Ano – bez titulků

7. Srovnejte tyto body podle toho co je pro Vás v hodinách angličtiny nejsnazší?
    a. Gramatika
    b. Poslech
    c. Mluvení
    d. Čtení – překlad/slovní zásoba

8. Ohodnoťte, jakou mate podle vás znalost anglického jazyka – orientačně můžete použít i známku ze školy.

APPENDIX 2: STUDENTS' QUESTIONNAIRE

Vážení studenti, tímto bych Vás chtěl požádat o vyplnění následujícího dotazníku, který bude součástí mé bakalářské práce na téma „Použití videa ve výuce anglického jazyka". Dotazník je anonymní a nebude použit pro žádné jiné účely. Děkuji za spolupráci.

1. Srovnejte body A-D podle toho, co Vám jde nejlépe.
   a. Gramatika
   b. Poslech
   c. Mluvení
   d. Čtení

2. Co si myslíte, že Vám z anglického jazyka dává více?
   a. „Klasická" školní výuka (učitel, kniha + audio)
   b. Videa, PC hry, hudba, internet… (doma)

3. Setkali jste se někdy s rodilým mluvčím? Myslíte, že byste se s ním dorozuměli?
   a. Ne, nesetkal/a
   b. Setkal/a ale nerozuměl/a jsem ani slovo
   c. Setkal/a – dorozuměl/a bez potíží
   d. Setkal/a – dorozuměl/a když mluvil/a pomalu a srozumitelně

4. Jak často používáte video v hodinách anglického jazyka?
   a. Alespoň jednou týdně
   b. Alespoň jednou měsíčně
   c. Jednou za rok
   d. Nepoužíváme

5. Myslíte, že Vám v porozumění mohou pomoci prvky videa (obraz, gestikulace, mimika, kontext, intonace, síla hlasu, řeč těla…), které v jiných učebních pomůckách jako je učebnice, rádio, obrázky atd. nejsou?
   a. Ano
   b. Ne

   Které z nich jsou pro Vás nejužitečnější: ……………………………………………

6. Díváte se na video v anglickém jazyce i doma?
   a. Ne
   b. Ano – používám české titulky
   c. Ano- používám anglické titulky
   d. Ano – bez titulků

APPENDIX 3: TEACHER'S QUESTIONNAIRE

Dear teachers, I would like to ask for your help filling in this questionnaire. It is completely anonymous and the data will be used for the purposes of my bachelor paper on the topic: "The use of video in English language teaching". Thank you for your cooperation.

1. Do you use video as a teaching aid?
   a. Yes
   b. No

2. What do you believe in and why?
   a. Learning (intentional learning)
   b. Acquisition (unintentional learning)
   c. Combination of both
      Why:
      …………………………………………………………………………
      …

3. For which purposes do you use video?
   a. Presenting language (grammar, vocabulary, slang, register...)
   b. Presenting country and its culture
   c. Telling stories (textual competence, cohesive devices...)
   d. Presenting topics (motivational clips...)

4. Do you think the visual aspect can help your learners to understand and why?

5. Is it hard for you to conduct a lesson with the use of video? If yes, why?
   a. No
   b. Yes
      i. Insufficient school equipment
      ii. Insufficient home equipment
      iii. Don't have/know sources
      iv. ....

6. Do you prefer authentic (made not for educational purposes – series, films...) or non-authentic (made for educational purposes) materials and why?

7. Is your school "equipped" with any non-authentic materials?
   a. Yes
   b. No

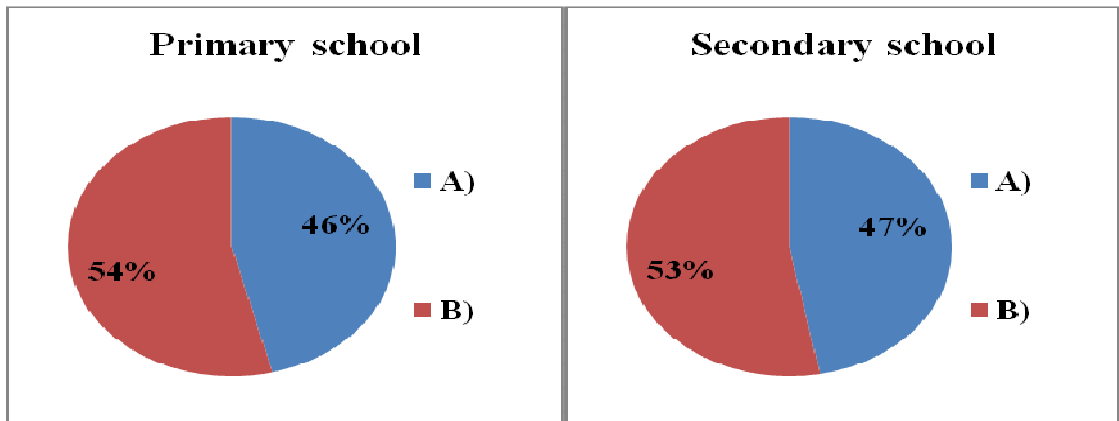8. As a conclusion: what do you think about video as a teaching aid?

APPENDIX 4: STUDENTS' GRAPHS

**Question 1:** Students see grammar, listening, speaking and reading as their strength:
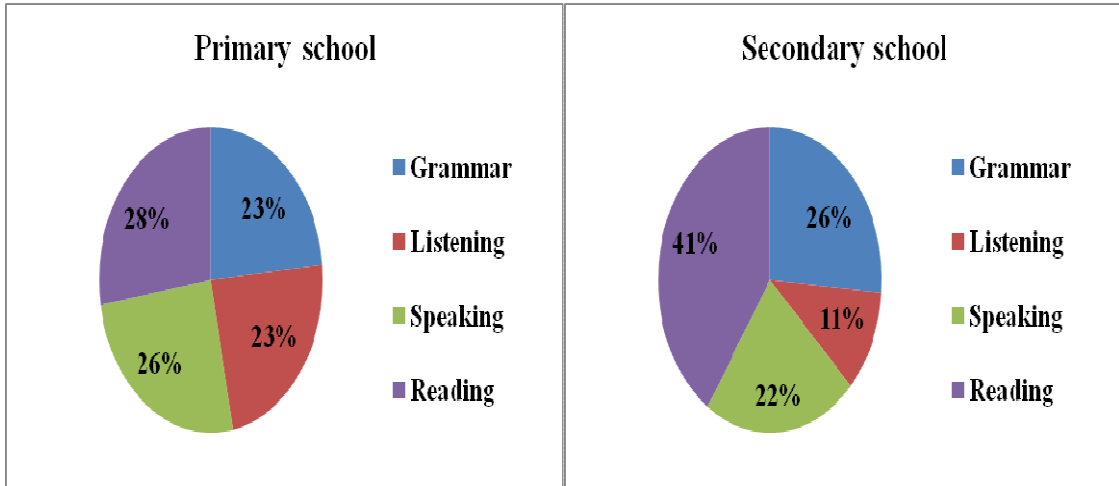
Question 2: What do you think is more beneficial for your English development?
- a.   „Classic" school education (teacher, textbook + audio)
- b.   Video, PC games, music, internet (at home)

Question 3: Have you ever met a native speaker? Could you understand him/her?

- a. No, have not met
- b. Yes, but did not understand a word
- c. Yes, understood without any problems
- d. Yes, but understood only if he/she spoke slowly and articulated clearly
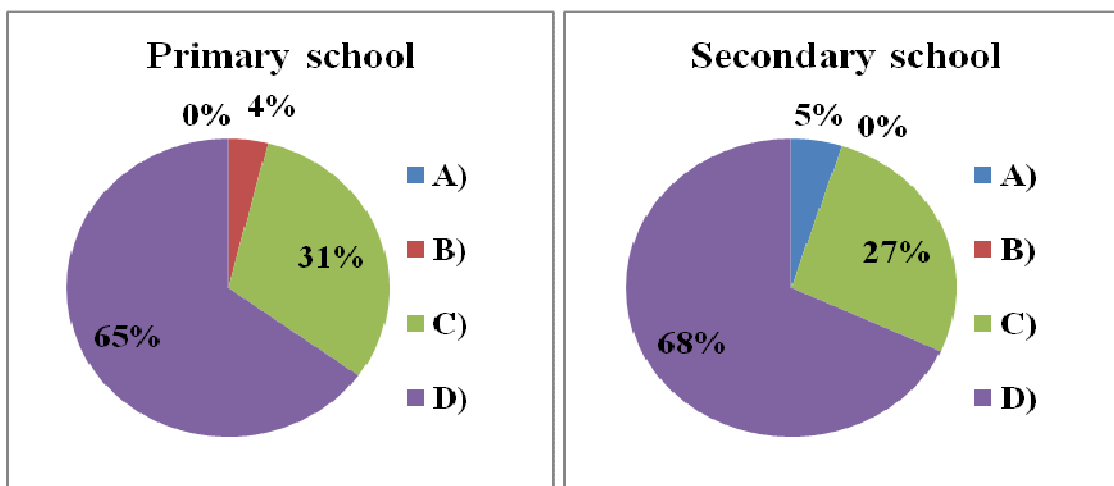
Question 4: How often do you use video in your English language lessons?

    a. At least once a week
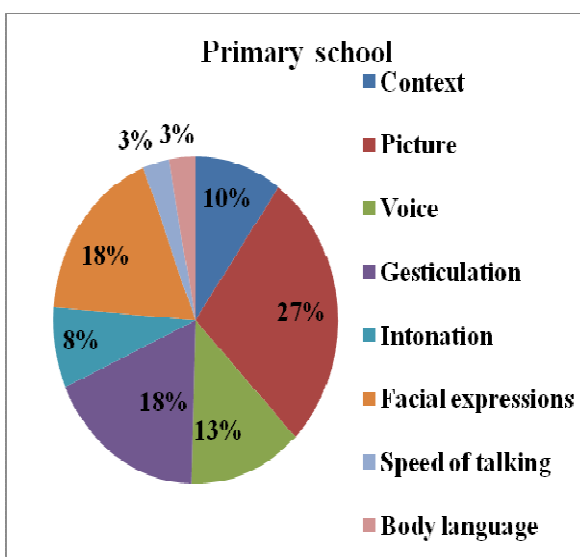   b. At least once a month
    c. Once a year
    d. Never
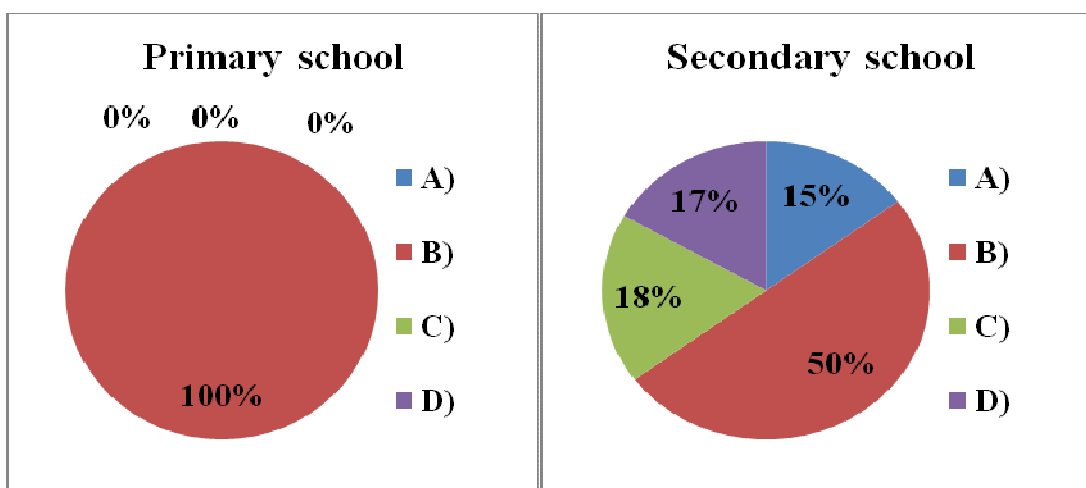
Question 5 - PART 1: Do you think that the aspects of video that are not in other teaching aids like a textbook, audio, pictures etc. can help you understand? (picture, gesticulation, facial expressions, context, intonation, voice, body language…)
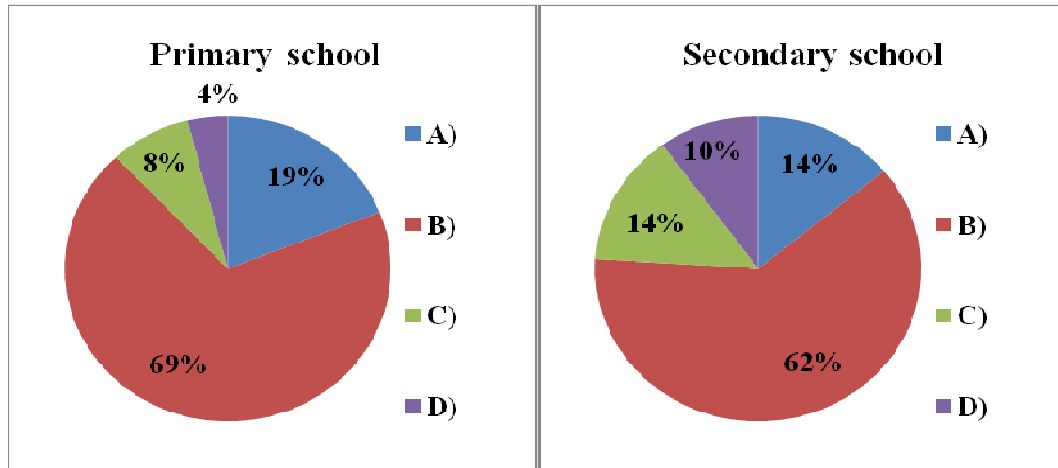
    a. Yes
    b. No

Primary school

■ A)	77%
■ B)	23%

Secondary school

■ A)	95%
■ B)	5%
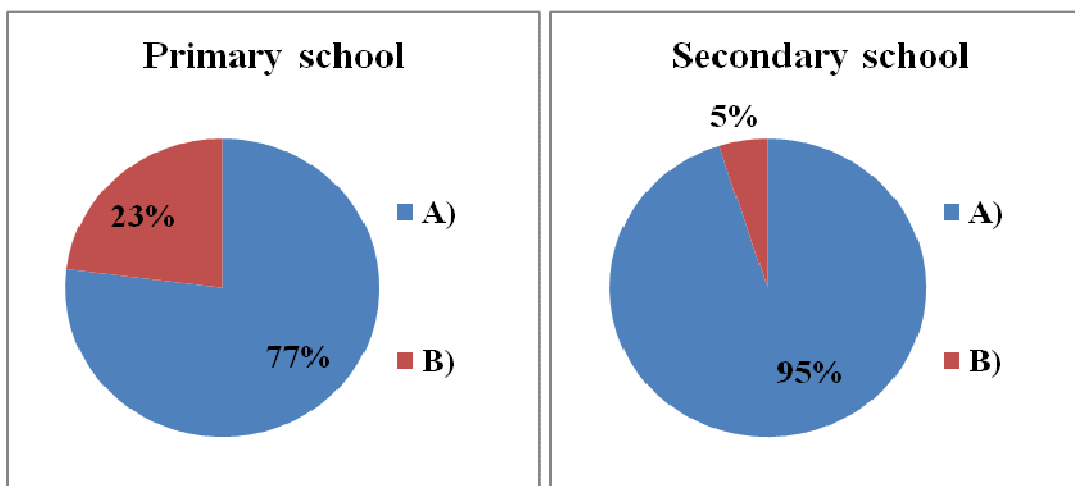
PART 2: Which of them are the most useful for you?

Primary school

- ■ Context — 10%
- ■ Picture — 27%
- ■ Voice — 13%
- ■ Gesticulation — 18%
- ■ Intonation — 8%
- ■ Facial expressions — 18%
- ■ Speed of talking — 3%
- ■ Body language — 3%

Secondary school

- ■ Context — 18%
- ■ Picture — 24%
- ■ Voice — 4%
- ■ Gesticulation — 15%
- ■ Intonation — 10%
- ■ Facial expressions — 17%
- ■ Body language — 12%
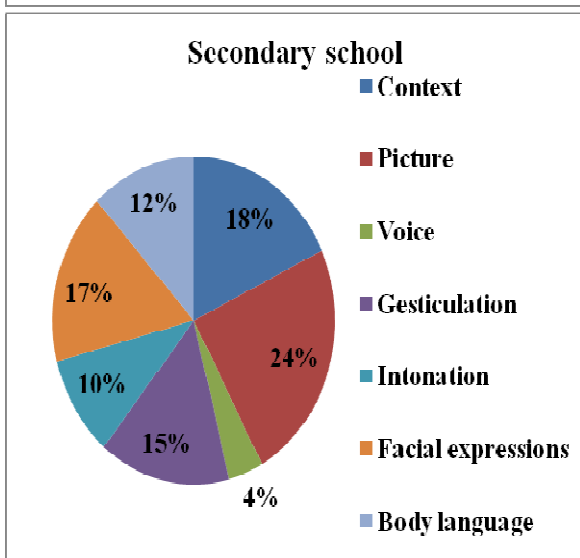
Question 6: Do you watch videos in English at home?

       a.   No
       b.   Yes – with Czech subtitles
       c.   Yes – with English subtitles
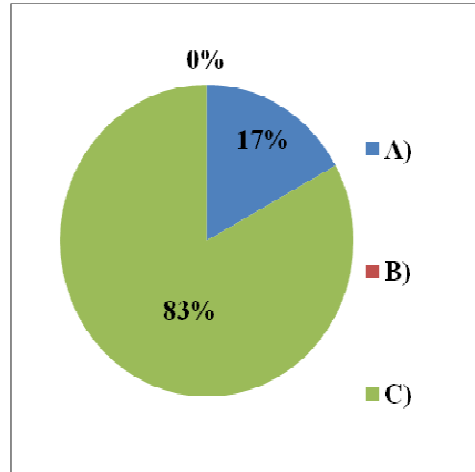   d.   Yes – without subtitles

APPENDIX 5: TEACHERS' GRAPHS

Question 1: Do you use video as a teaching aid? why?
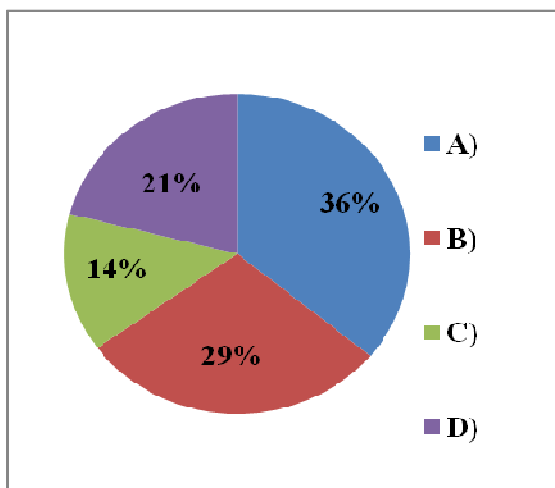
    a. Yes
    b. No
        both
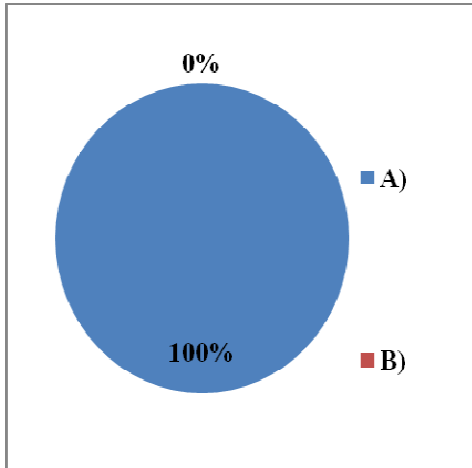
Question 2: What do you believe in and

    a. Learning
   b. Acquisition c. Combination of

Question 3: For which purposes do you use video?

    a. Presenting language (grammar, vocabulary, slang, register...)
    b. Presenting country and its culture
    c. Telling stories (textual competence, cohesive devices...)
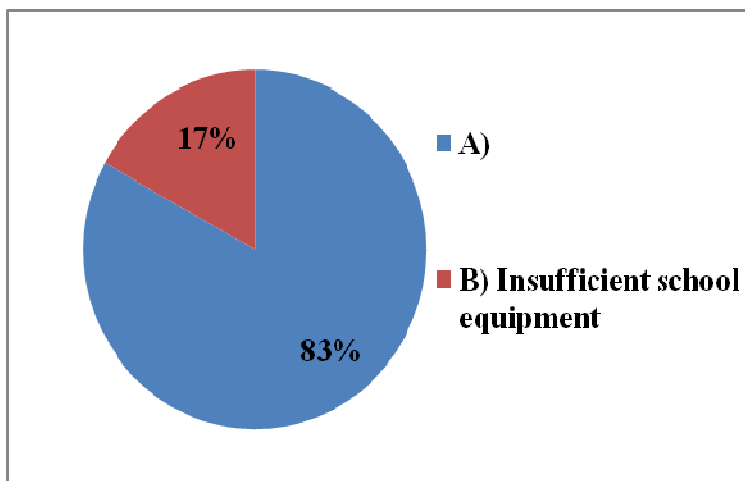   d. Presenting topics (motivational clips...)

Question 4: Do you think the visual aspect can help your learners to understand and why?
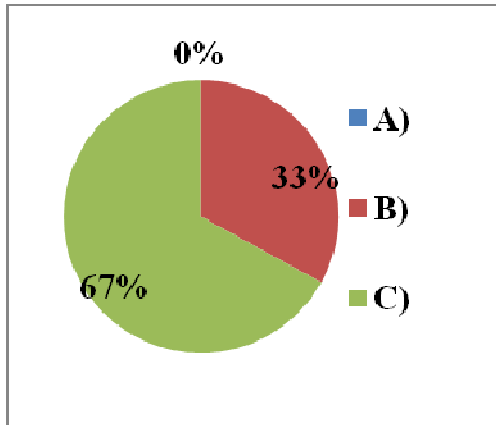
    a)   Yes
    b)   No
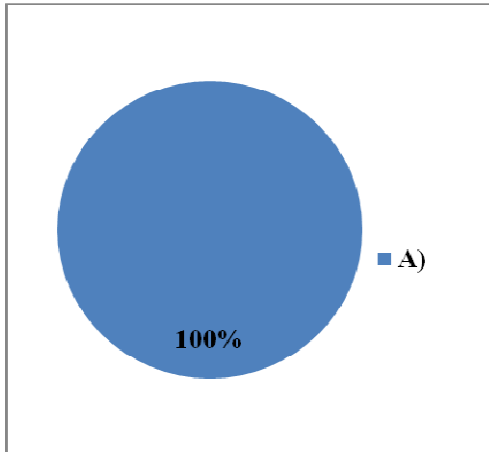
Question 5: Is it hard for you to conduct a lesson with the use of video? If yes, why?

    a.   No
    b.   Yes
           i.   Insufficient school equipment
         ii.   Insufficient home equipment
       iii.   Don't have/know sources
       iv.   ....

Question 6: Do you prefer (use) authentic (made not for educational purposes – series, films...) or non-authentic (made for educational purposes) materials and why?

     a) Authentic
     b) Non-authentic
     c) Both

Question 7: Is your school "equipped" with any non-authentic materials?
     a. Yes
     b. No