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YouTube in Learning English as a Foreign Language: Learners' Stories

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## ZADÁNÍ DIPLOMOVÉ PRÁCE

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### Z á s a d y p r o v y p r a c o v á n í :

Diplomantka bude ve své práci zjišťovat, jakou roli hraje internetový server YouTube, který umožňuje sdílení videosouborů, při samoučení se anglickému jazyku u studentů středních škol. Proto bude diplomantka nejprve obecně definovat koncept celoživotního učení, dále bude diskutovat jeden z aspektů motivace, zájem, jako afektivní determinantu výkonu učícího se subjektu, a YouTube jako moderní médium využívané v rámci informálního učení se anglickému jazyku. V praktické části práce pak bude diplomantka pomocí individuálních hloubkových rozhovorů zjišťovat osobní zkušenosti subjektů s danou sociální sítí, a jakou roli hraje YouTube v jejich zájmu při samoučení se anglickému jazyku.

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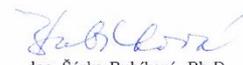
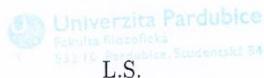
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## **ANNOTATION**

This diploma thesis deals with online social media called YouTube and its role in secondary school students life. The thesis is divided into two main parts. The aim of the theoretical part is to introduce key aspects of the thesis, such as lifelong learning, interest as a source of motivation and YouTube as a modern medium used in informal learning of English language. Practical part deals with multiple-case study of secondary school students and their relationship to YouTube as a learning material.

## **KEY WORDS**

YouTube, lifelong learning, informal learning, interest

## **ANOTACE**

Tato diplomová práce se zabývá internetovým serverem zvaný YouTube a jeho roli při samoučení se anglického jazyka u studentů středních škol. Diplomová práce je rozdělena na dvě části, teoretickou a praktickou. Hlavním cílem teoretické části je představit klíčové pojmy jako je celoživotní vzdělávání, zájem jako aspekt motivace a YouTube jako moderní médium využívané v rámci informálního učení se anglickému jazyku. Praktická část představuje případovou studii, které se zúčastnilo patnáct studentů středních škol.

## **KLÍČOVÁ SLOVA**

YouTube, celoživotní vzdělávání, informální vzdělávání, zájem

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# 1 INTRODUCTION

The diploma thesis deals with the issue of YouTube, which is an online video sharing website, and its role in informal learning of English as a foreign language concerning secondary school students. The main aspects of this thesis concern informal learning, interest and YouTube as a part of students' leisure time they spend with English.

The overall aim is to introduce the aspects of informal learning and interest, and how these are involved with the process of learning a language throughout online technologies - in this case, YouTube.

The content of this theses is divided into two main parts. The theoretical and practical part. Firstly, the concept of lifelong learning, being it a feature of the 21<sup>st</sup> century modern life, is introduced and described. Secondly, the theoretical part deals with lifelong learning based on the concept of 21<sup>st</sup> century context. The attention is also focused on informal learning in contrast to formal and non-formal learning. The next chapter focuses on the issue of interest when learning a language. Online technologies and their importance at these modern times are described in the following chapter. The last part of the theoretical part is devoted to YouTube, to its definition, content and the reason why it is considered to be a modern learning medium nowadays.

In the practical part of the thesis, the core of the research is based on a multiple-case study. Theoretical outcomes are researched by in-depth interviews with secondary school learners who have been purposefully chosen for the research and who have voluntarily participated. The main aim of the practical part is to find out what type of a relationship students have with YouTube, in which ways do they encounter YouTube in their leisure time, and what role YouTube has in their way of learning English. The first part of the practical part describes the research background, the research method and the piloting part of the research. The second part focuses on analysing the interview outcomes based on the categories which resulted from coding the interviews.

## 2 THEORETICAL PART

### 2.1 LIFELONG LEARNING

Lifelong learning has become one of the most immanent feature of modern life of the 21st century. In the knowledge society, the most successful is the one who goes hand in hand with the development of knowledge.

Nowadays, the concept of “knowledge society” becomes quite frequent and that it suggests that learning and the knowledge became the key feature as for the development of an individual, as well as for the development of societies themselves. (Rabušicová, Rabušic, p 25, 2008)

Rabušicová and Rabušic also suggest that “modern societies become, ideally speaking, societies of individuals who are constantly learning.” (Rabušicová, Rabušic, p. 26, 2008) In this paragraph, the definition of lifelong learning comes from Rabušicová and Rabušic (2008, p. 25):

–Lifelong learning is ideally considered to be an ongoing process, but in reality it is a constant alert of a human being to learn, rather than constant studying. That is why it is connected with lifelong learning rather than education – to stress the importance of teaching activities of each individual, activities that are not organized – such as an individual learning throughout work, or through social or cultural interactions. –

There are three types of characteristics that define the whole concept of lifelong learning. (Rabušicová, Rabušic, 2008, p. 27) The first one is the fact that learning is not only based in school setting – but it is also happening during the whole person’s life. Because of considering the whole person’s life, the sector of other education, such as adult education, is necessary to develop. The development of traditional school setting is necessary as well. School institutions should not only provide the learners with certain type of knowledge and skills, but most importantly they should provide the learners with key competences for independent learning to happen.

–The process of learning cannot be strictly connected only to school institutions. It is a process which is present throughout the whole person’s life. It can take many forms and functions.” – (Zounek and Sudický, 2012, p. 2)

The second characteristic is that it is not only formal learning, but it takes into account other types/forms of learning, such as non-formal and informal learning. Those types are described in the following chapters.

The last – third characteristic, concerns the learning possibility for each individual, without any differences that concerns the age, interest, talent or status of each person. It stresses the importance of focusing on the utmost educational development of each individual.

The reason why the attention is paid to lifelong learning is because online technologies (as are described in following chapters) enhance the process of lifelong learning. There are countless educational materials which one can use and work with at any given time and thus learn constantly their whole life. The learning activities of each individual when talking about lifelong learning are not necessarily of organized manner. People learn through their everyday activities (for example at work or at any social encounters). (Zounek and Sudický, 2012)

It was already mentioned that lifelong learning can occur in several forms of learning: formal, non-formal and informal learning. These forms are described in the following chapter.

### **2.1.1 Three types/forms of learning**

As Rabušicová and Rabušic (2008, p. 26) suggest, the concept of lifelong learning has requested the differentiation in learning types. With this in mind, three types of learning have been created. Those are: formal learning, non-formal and informal learning. They also claim that those types do not occur as isolated types, but that they penetrate during human's life. Those types are described in detail in the following paragraphs.

### **2.1.2 Formal learning**

In order to define the specific terminology connected to informal learning, it is necessary to describe the terms in comparison with other types of learning. In this paragraph, the term formal learning is going to be described. Formal learning is “purposive learning that takes place in a distinct and institutionalised environment specifically designed for teaching/training and learning, which is staffed by learning facilitators.” (Chisholm, 2007, p. 58)

This author also suggests that these learning facilitators should be specifically qualified for the particular sector they work in. She also adds that learning aims should be externally set and the

learning progress monitored. The last fact that is mentioned is that much of the formal learning is compulsory. Halliday-Wynes and Beddie (2009, p. 2) define formal learning as “learning through a program of instruction in an educational institution, which is generally recognised in a qualification or a certificate.”

Rabušicová and Rabušic (2008, p. 27) claim that the formal learning is the most effective when it is connected to cognitive, abstract and evaluative educational function. It is best represented in school education. It helps to create and accumulate knowledge.

### **2.1.3 Non-formal learning**

Another term comes in light when considering the types of learning. This term is called: non-formal learning. (Chisholm, 2007, p. 58) defines non-formal learning as a purposive but voluntary type of learning taking place in a “diverse range of environments and situations for which teaching/training and learning is not necessarily their sole or main activity.” She also adds that the learning activities are planned, but seldom structured by curriculum subjects. Other definition of non-formal learning comes from Halliday-Wynes and Beddie (2009, p. 2), they explain the term simply as “learning through a program that is not usually evaluated and does not lead to certificate.”

Rabušicová and Rabušic (2008, p. 27) claim that non-formal learning is the most effective when the education function is psychomotor, concrete and skill oriented. It is represented by teaching technologies connected to a specific job. In general, it enhances practical skills which are necessary for different activities people might experience during their life.

The last type, informal learning, is described in the next chapter separately since it is one of the key aspects of this thesis. It is described in connection to leisure time as well due to the following part of the thesis: YouTube and its importance in learners’ life.

## **2.2 INFORMAL LEARNING**

### **2.2.1 Definition**

Informal education is defined by Chisholm (2007, p. 58) as following:

–This is non-purposive learning which takes place in everyday life contexts in the family, at work, during leisure and in the community. It does have outcomes, but these are seldom

recorded, virtually never certified and are typically neither immediately visible for the learner nor do they count in themselves for education, training or employment purposes.–

Halliday-Wynes and Beddie (2009, p. 2) defines informal learning simply as learning which results from daily activities, such as work, family or leisure. They also suggest that this type of learning embraces activities such as: reading, watching television, listening to the radio, learning from family, friends and co-workers and using computers or the internet.

Rabušicová and Rabušic (2008, p. 27) claim that informal learning is the most effective if its function is affective learning. It is represented by sociocultural learning among family members, peers and in any community. In general, it enhances mainly emotions.

Main participants in informal learning are family, school, organization for informal learning, other subjects and other social influences. Pávková defines informal learning as following:

- it happens outside of obligatory schooling,
- it happens outside of direct family impact,
- it is institutionally ensured,
- it is realized mainly in leisure time activities. (Pávková, et. al., 1999, p. 39)

Informal learning offers the opportunity for learners to spend the leisure time rationally, to form valuable interests, to develop specific abilities and consolidate moral qualities. (Pávková, et. al., 1999, p. 39)

Learning outside of school setting has a very active character. (Pávková, 1999, p. 51) The author also claims that the activities of informal learning are those types which promote relaxation, recreation, social interaction and hobbies. All those activities should be in alignment with the principle of voluntariness.

In case of informal learning, Pávková (1999, p. 74) suggests that there are all types of learning varieties, such as sensorimotor learning, social learning and learning by solving problems. Sensorimotor learning takes places in many activities in which learners acquire or improve motoric competences. A great deal is based in learning by solving problems. It is informal learning which brings many opportunities for learners to solve problems and learn with this strategy. It enables learners to find and individually and creatively solve the particular problems in terms of their own learning process.

### 2.2.2 Leisure Time

As it was already stated in the chapter above, informal learning happens mainly in leisure time activities. For this reason, this chapter is a component of the diploma thesis.

Leisure time is, as a part of human life outside of time spent working (such as going to school or work) and time connected with biophysical needs (such as sleep, food and hygiene), family time, household time and other necessary duties, happening outside of time spent in work. (Hájek et. al., 2011, p. 10)

Pávková et. al. (1999, p. 15) explains the term ‘leisure time’ in comparison to time spent working on one’s responsibilities. Leisure time is a type of time in which one voluntarily chooses the activities he or she would like to do. Those activities should bring us the sense of satisfaction and relaxation.

Opaschowski (in Hájek et. al. 2011, p. 10) describes the following as functions and opportunities which occur in leisure time:

- relaxation
- compensation (frustration and disappointment removal)
- education
- contemplation (finding the meaning of life)
- communication (social interactions)
- participation (participating in social development)
- integration (stable family life)
- enculture (self-development, creativity in arts, sports, technical or other activities)

To sum up, the reason why leisure time is described in connection to informal learning and ...

Pávková (1999, p. 48) describes several principles which should be followed in order to implement informal learning.

1. The principle of pedagogical influence of leisure time
2. The principle of voluntariness
3. The principle of activeness
4. The principle of self-realization

5. The principle of diversity, curiosity and attraction
6. The principle of interest specialization
7. The principle of perceptiveness
8. The principle of a social contact

It is suggested that there is the necessity of **pedagogical influence** in order to encourage a child to use his or her leisure time rationally. Each child should have the opportunity to spend the leisure time purposefully – this right is enshrined in Convention on the Rights of the Child.

The principle of **voluntariness** is considered to be fundamental. It means that children take part in activities voluntarily.

The principle of **activeness** means that children should be active in all of the learning phases, such as planning, preparing, realization and evaluation. It is necessary to promote initiation, creativity, autonomy and participation.

The next principle, **principle of self-realization**, means to structure each activity in order for all children or learners to succeed in them. Simply said, considering informal learning – a child who does not excel in formal learning, excels in this type of learning. Experiencing success is a significant aspect in learners' mental development.

**Diversity, curiosity and attraction** are essential in terms of the content of informal learning. Those aspects contribute to regeneration of mental and physical state of a person and they diminish exhaustion.

Satisfying, instigating and developing interests are among these principles the most important, they build the most **fundamental** part of the informal learning content.

The issue of **perceptiveness** is **important** in the sense that it not only focuses on the rational part of a human's development, but also on the emotional part. It is suggested that informal learning activities should create only positive emotional experiences.

Lastly, leisure time activities should encourage a **social contact**. Each child should be a part of a community, be accepted and have its own place in the particular social group.

## 2.3 INTEREST

Having in mind the fact that interest is one of the principles that are fundamental part of informal learning, it inevitably has to be described.

Schiefele claims that the issue of interest has a long tradition in psychology. He cites the words by Herbart, who he claims is “one of the early pioneers of modern psychology”. According to Schiefele, Herbart’s view of interest was that it is related to learning in that sense that it “allows for correct and complete recognition of an object, leads to meaningful learning, promotes long-term storage of knowledge, and provides motivation for further learning. (Schiefele, 1991, p. 300)

Dewey’s *Interest and Effort in Education* (1913) stands as a fundamental work of modern interest research. He defines interest as “being engaged, engrossed, or entirely taken up with an activity, object or topic”. He suggests that learning which is based only on effort is mechanical and done without any mental purpose or worth, whereas learning through interest is active, based on real object and has high personal meaning. (Dewey, 1913, in Schiefele, 1991, p. 300)

Hidi and Baird divide interest into two main categories: **individual interest** and **situational interest**. They describe individual interest as the one which “endures over time”. In contrast to this type, they describe situational interest as one which is more “momentary and situationally bound” – it might be a reaction to something in a situation (such as in conversation, video, or an object). (Hidi and Baird, in Harackiewicz and Hulleman, 2009, p. 42) According to Harackiewicz and Hulleman, situational interest can further develop into individual interest. As an example, they provided the following situation: watching a movie about Civil war (situation interest) develops to enduring interest in American history. They follow the theory of Lewinian social psychology that it is “the interaction between the person and the object that determines the extent of interest development”. (2009, p. 43) Hidi and Reninger introduce three key factors which contribute to interest development, those factors are: **knowledge, positive emotion, and personal value**. They claim that once someone learns about a topic, they become more skilled and knowledgeable and the increased knowledge can “bring about positive affect as individuals feel more competent and skilled through task engagement”. They also claim that people usually

spend more time with the activity. (Hidi and Renninger, in Harackiewicz and Hulleman, 2009, p. 43)

Interest is a mental resource for learning, Schiefele (1991, p. 316) suggests that it enables students to adapt a motivational orientation for learning, which than “codetermines the level of comprehension, the use of learning strategies and the quality of emotional experience.”

Hidi and Baird (in Harackiewicz and Hulleman, 2009, p. 43) also claim that once someone is interested in something, it is “a mental resource” which helps him or her with learning and thus succeed in a performance.

Interest is considered to be a source of motivation in learning. (Kelnarová, Matějková, 2010) Geofry Petty (2009) believes that learning becomes fun and enjoyable for students once they are interested in a particular activity, it motivates them to learn more about certain topic or an issue. He describes several reasons that students have for wanting to learn, among these are “What I am learning is interesting and appeals to my curiosity” and “I find that the learning activities are fun”. (p. 51) He claims that learning can “satisfy the natural curiosity we feel about many subjects.” (p. 45) He also provides several ways which might increase student interest in school subjects. For example: focusing on real world aspects, use student’s creativity and self-expression, make students active, make the learning relevant to the students’ lives and give the subjects human interest. Considering the human interest, he believes that something is more interesting if it is seen from “the point of view of the individuals it affects.” (p. 53) Petty even compares the impact of academic and popular non-fiction on students. He adds that students learn effectively when they learn general ideas based on concrete examples.

In short, Petty believes that students interest increases whenever they are able to relate the subject of learning to their own personal lives, he adds that the topics that are especially motivating and interesting are controversial, ethical or personal issues.

## 2.4 ONLINE TECHNOLOGIES AND INFORMAL LEARNING

### 2.4.1 Learning in the 21<sup>st</sup> century

Since the 90s, there has been certain tendencies considering what kinds of knowledge and skills are necessary for people living in 21<sup>st</sup> century. This issue is known as 21<sup>st</sup> century skills. (Zounek, Sudický, 2012) Skills are defined by Průcha (2003, p. 49) as the ability or competence to do certain activities (such as reading, solving certain problems). They are divided into two groups: intellectual and sensorimotor.

Key competences corresponding to the development of a person living in 21<sup>st</sup> century were designed by Anderson (in Zounek and Sudický, 2012, p. 6). The term “key competence” is defined by Průcha as knowledge, skills and abilities which are used in common life situation. They are not connected to a particular subject matter, but they should be acquired throughout the whole educational process. (2003, p. 99) Based on the definition, skills and competences are considered synonyms. Anderson identified the following key competences:

- **Communication:** In this category, not only the construction of logical structures is present, but also the ability to conclude the outcomes of different sources as well as to pay attention to the particular participant of the communication. The ability to use digital technologies in order to communicate is adequate also.
- **Creativity:** The stress is placed on innovation, because creativity and innovation are understood as key characteristics of knowledge.
- **Cooperation:** Cooperation is what large institutions seek for when searching for employees. They stress the importance of team work and coordination.
- **Critical thinking:** It concerns mainly the ability to use critical approach when searching for information.
- **Technical literacy:** This is not about the ability to use the settings of modern technologies, mainly because they become outdated quickly. It is about the ability to learn and be ready to use such technologies which are necessary for school or work related performance.

### 2.4.2 Online technologies

When talking about informal learning, a massive role in its process belongs to online networking. In this modern world, there is a vast desire for knowledge and information. Halliday-Wynes and Beddie (2009, p. 7) claim that “one of the easiest ways to access information is through online technology, including social networking sites.” Zounek and Sudický (2012) define online technologies as wide range of tools, applications, systems and services which were designed and operated mainly in digital sites (such as the internet). As an examples, they provide the reader with statistics: *Google* has over 9 million users monthly in Australia. *Facebook* had up to May 2008 2.5 million members. They also stress the ongoing expansion of *YouTube* and its ‘how to’ videos.

Online technologies offer many opportunities for long-life learning process, not necessarily in traditional formal setting. There are many different sources – such as e-books, databases, encyclopaedias, blogs, news portals, or even online educational courses. Modern technologies are not limited by any opening hours – it makes it available at any time for the potential user. (Zounek and Sudický, 2012, p. 7)

The fact that the space for informal learning is constantly developing shows the accession of mobile phones. Social networking is accessible anytime once having a mobile phone or web access. (Halliday-Wynes and Beddie, 2009). Lorenz (2010) elaborates on the fact that lifelong learning is closely connected to online technologies, or technologies in general. He suggests that new technologies demand new ways of acquiring knowledge.

When considering online social networking sites, one must be careful in using the provided information. Halliday-Wynes and Beddie (2009, p. 8) say that there are risks with “the variable quality of information and instruction conveyed in this unregulated environment”

### 2.4.3 Digital natives

The apparent change in the learning environment has already been discussed in the introduction part of this seminar paper. In the last couple of decades, all types of social areas had changed owing it to the development of digital technologies. (Zounek and Sudický, 2012, p. 16)

Prensky (in Zounek and Sudický 2012, p. 16) defines two metaphoric types of digital generations, the current generation is called ‘**digital natives**’ and the preceding generation

**‘digital immigrants’**. He defines digital natives as those learners who “grow up with this new technology. They have spent their entire lives surrounded by and using computers, videogames, digital music players, video cams and tools of the digital age.” Digital immigrants, on the other hand, are mainly people of older generations who got in touch with digital technologies in their older years. (Prensky, 2001, p. 1)

Young learners of this modern era have several features in common which correspond with the ability of using online technologies, those features are:

- **Multitasking, multi-processing** (Learners do not have problems with solving several problems simultaneously. They manage to quickly cross from one problem to another.)
- **Visual information** (Learners prefer visual materials or auditory materials, such as videos rather than learning from a written text. They excel in visual and auditory learning style.)
- **Visual-spatial competence** (Learners are able to interconnect the virtual and physical world.)
- **Interactive activities** (Learners prefer the activities which are interactive and which are promoted by the internet rather than activities which are individual or individualised.)
- **Discovery-based learning** (Described below)

Brown (2002) defines three dimensions which characterize the shift in life and learning of digital natives. Those three dimensions are:

- **Literacy and its evolving**
- **Discovery-based learning**
- **Bias toward action**

The first dimension, **literacy and its evolving**, is not about the ability to read a text, but the ability to read multimedia information. It is considered not easy to understand such information. The web content changes rapidly and desires fast orientation in the vast amount of information. (Brown, 2000, p. 14)

The following dimension, **discovery-based learning**, suggests that in the internet environment, the learning process is not linear and thus happening in the form of more or less random discoveries. It makes the learner to be intuitive in his or her own learning. Critical thinking is

an essential aspect in this issue as well. Learners have to distinguish between appropriate and inappropriate references. (Brown in Zounek and Sudický, 2012, p. 18)

The last dimension is a **bias toward action**. Brown (in Zounek and Sudický, 2012, p. 18) suggest that learners nowadays do not read instructions or manuals. They simply learn by the process of discovering the outcomes of the particular activity. The process of learning and the whole functioning in the digital sphere is based on solving of concrete problems.

On the other hand, there are several features which show learners' weaknesses. Those might be:

- only short-term concentration
- lack of reflexion
- not a critical approach towards the quality of references
- insufficient competence in evaluating online information

(Zounek and Sudický, 2012, p. 19)

However, Zounek and Sudický (2012) also claim that there is no unity in those characteristics. For example, some authors are strongly for the idea that learners are able to distinguish between appropriate and inappropriate information provided online. While the others hesitate. Zounek and Sudický also suggest that it is important not to generalize the learners. Individuals and its differences are far more important than the aspects of a generation as whole. It is necessary to pay attention to the individual learners, their characteristics, needs and preferred learning styles – those aspects are reflected in the ability of using online technologies.

#### **2.4.4 Personal Learning Environment (m-learning)**

In connection to informal learning and leisure time, the term m-learning offers its place. M-learning is defined by Herrington (in Lorenz, 2010) as “any form of learning that is happening via using mobile devices”. This means that learning can take place in any time – whether the devices are used for example during traveling or sport activities. The difference is, that it is no longer connected only to a desktop computer and site connection. The learner decides when and where he or she would like to learn and thus it makes him or her more independent. Lorenz defines mobile devices as those featuring wireless networking. He also suggests that those devices are usually called handheld devices because they are usually pocket-sized. Other

features which they offer are displays and some form of a keyboard. Those devices might be: mobile phones, mp3 players, flash disks, iPods, E-book readers, smartphones, laptops and tablets.

Zounek and Sudický (2012, p. 125) claim that the reason why m-learning is becoming more and more popular is because these technologies offer interesting abilities for learners as well as teachers. They also say that for the learners, it enables them to interconnect digital (online) educational sources as well as those printed ones and thus provide the learners with many possibilities. They add that m-learning can be implemented from pre-schools to long-life learning. On the other hand, the problem of excessive dependence on the digital world arises when speaking about m-learning.

The reason why m-learning is mentioned in the thesis is due to the fact that YouTube is mainly being used by mobile devices in general, as it is described in the chapter concerning YouTube.

#### **2.4.5 Social media**

Having in mind that this thesis deals with a platform called YouTube, it is necessary to define what social media is in order to fully understand the concept of YouTube.

Zounek and Sudický (2012, p. 106) talk about so called “online social sites” which they define as “a form of an online service which enables communication and information sharing”. They add that social sites usually have two main features, these are: communication and sharing of diverse information. The communication must take place between the users and is often influenced by the focus of the site. Concerning the information sharing, it can take the form of videos, short messages or music recording.

Mayfield (2008) provides several characteristics which social media (“as a group of new kinds of online media”) share. Those characteristics are:

- participation
- openness
- conversation
- community
- connectedness

Considering participation, it means that everyone who is in some way interested, contributes and provides feedback. As Mayfield suggests, it “blurs the line between media and audience.” With this in mind, social media are open to feedback and participation. He points that traditional media are based on the content being distributed to an audience, whereas social media is more of a “two-way conversation”. The term community speaks for itself. It means that social media allows to form communities and communicate effectively. They (the communities) share common interests. By connectedness, most kinds of social media can use links to other sites, resources and people.

Miller (2016) defines social media in the following way. He claims that the most important thing that makes social matter these days is not its form (whether it is Twitter or Facebook), but it is its content that matters. He also suggests that it is the world that changed social media and not vice versa. For the social media to be clearly defined, one must go back in time before it existed. There were two ways for people to communicate while using media. The first way was “public broadcast media” (such as television, radio and newspapers) and the second one was “using media that facilitated private communication between people” (a telephone conversation). This is called dyadic communication – simply because it was “uncommon to create group-based interactions within media such as the telephone” (p. 2). And in this point, he stresses the importance of the internet. Once the internet was accessible to a lot of people, these two ways started to change. The change was mainly in the sense that instead of individuals communicating among each other, there started to appear groups of several people.

Mayfield (2008) divides social media into **seven categories**. However, he does stress the importance of innovation and change in the future, since this topic is vastly developing. Those categories are:

### **1. Social networks**

Users within these sites can create their own web pages and connect with friends to communicate and share content. The largest social network is Facebook nowadays. The probable reason why Facebook is very popular is that it allows users to create an account and it allows for users to create and develop applications and run them on Facebook without being charged.

## **2. Blogs**

Blogs are the most known form of social media. Users create articles and post them online in form of a journal, with the most recent post being the first one to appear. There are many types of blogs – this is because of the variety in users’ age, background and interest. Examples of blog types are: personal, political, business and mainstream media blogs.

## **3. Wikis**

In this website, the users have the opportunity to add content or to edit information on them. The best known is Wikipedia (online encyclopaedia).

## **4. Podcast**

By podcasts is defined audio and video files that are accessible by subscription. Mayfield says that the subscription is the element which makes the podcast effective. The subscription means that those who produce podcasts can create regular audience.

## **5. Forums**

These are areas created for online discussion, usually based on a specific subject and they are an important part of online communities.

## **6. Content communities**

Content communities are defined as “communities which organise and share particular kinds of content. The most popular tend to form around photos (Flickr), bookmarked links (del.icio.us) and videos (YouTube).” Mayfield (2008, p. 24) also suggests they look similar to social networks, however, the difference is that content communities are “focused on sharing a particular type of content.”

## **7. Microblogging**

This type is called ‘micro’ because the blogging is restricted to small amounts of updates which are distributed online.

However, Miller suggests that those platforms should not be described in separation. Miller created a term ‘polymedia’ which means that in order to properly understand them, they cannot be isolated because “the meaning and use of each one is relative to the others”. (Miller et al., 2016, p. 4)

Keen and Carr (in Cann, 2011, p. 11) provided several factors which concerns the critique of social media. Among the several factors they talk about are the issues of privacy, information overload, loss of an authoritative perspective, banality, growth of technology and work/life balance. Some people might believe that it might be damaging to use technology in every aspect of one’s life. The issue of the public and private space and misusing of such data is also represented there. They also claim that social media are “suitable only for entertainment rather than professional research” because of “short-form individual contributions”, they consider social media trivial in nature. This connects to the information overload, they claim that each minute, 24 hours of video are being uploaded on YouTube. Considering the loss of an authoritative perspective, they claim that social media offer the place for everyone’s content which they want to publish or share. Work and life balance is self-explanatory, by spending great amount on social media, it may blur the distinction between work and time spent outside of work.

## **2.5 YOUTUBE**

In this chapter, the core of the diploma thesis is elaborated on in detail. Firstly, the definition of YouTube is presented. The definition is then followed by describing the evolving process of YouTube and description of why it is considered a popular social platform nowadays.

### **2.5.1 Definition**

YouTube, which was founded in June 2005, is a video sharing online community. It enables its users to produce videos. (Prensky, 2010) Mayfield (p. 24, 2008) describes YouTube as the “world’s largest video sharing service, with over 100 million videos viewed every day.” He adds that YouTube started as a small private company, but in the year of 2006, it became Google’s property.

Burgess and Green (2009) claim that at the very beginning of the YouTube existence, the website provided “a very simple, integrated interface within which users could upload, publish,

and view streaming videos without high levels of technical knowledge.” However, it is necessary to mention that YouTube develops and nowadays, with the technical possibilities for people, this have changed. They also suggest that YouTube set no limits on the number of videos which the users could upload.

Anderson (in Prensky, 2009) defines YouTube as “the new text”. It means that even though in some videos do contain text, but to get the message of the video, one needs only to watch and listen. Prensky (2009, p. 3) adds that, concerning the education side of watching the videos, “writing and reading are very artificial and unnatural ways to communicate, store and retrieve information” and he also claims that speaking and listening are “more native to the human brain.” He points that texts are generally moving more to forms of short video clips. To conclude his thought, he believes that for a lot of people of 21st century, reading and writing are not the most suitable ways to communicate their thoughts and ideas.

*EDUCAUSE Learning Initiative (ELI)* (2006) claim that YouTube offers for users to: “post and tag videos, watch those posted by others, post comments in a threaded-discussion format, search for content by keyword or category, and create and participate in topical groups.” YouTube users can also search their favourite individuals who post videos and subscribe to them. Subscribing, by clicking the ‘subscribe’ button, means that every time a new video produced by the particular individual is posted, it is shown in the user’s subscription box ready to watch.

By providing the definition of subscribing, it is necessary to define the terminology concerning YouTube for understanding the following paragraphs. Firstly, with having the YouTube as a complex system defined, the definition of a YouTuber should be explained. YouTuber is a user of the YouTube website who creates and uploads videos in which he or she appears and has his or her own YouTube channel. On the other hand, a subscriber is someone who has a YouTube account and is subscribed to YouTubers’ channels. A subscriber can simultaneously be a YouTuber and vice versa.

Another point is that there is a distinction between a traditional celebrities and YouTube celebrities. Due to a large number of subscribers, some YouTubers are considered to be a celebrity or a role model. Burgess and Green (2009, p. 24) say that YouTube has its own “internal system of celebrity based on and reflecting values that don’t necessarily match up neatly with those of the ‘dominant’ media.” That is because the YouTubers are not “famous for

being famous” but mostly they are known for doing something that is “unlikely to accrue prestige in the traditional media or arts industries.”

### **2.5.2 YouTube Development**

The importance of YouTube development is necessary when considering the popularity of YouTube. As already stated, YouTube was launched in 2005. Since then, a lot of changes happened. Burgess and Green (2009, p. 1) suggest that the most important change came in October 2006 when Google acquired YouTube. They continue that by November 2007, it became “the most popular entertainment website in Britain” and in the beginning of 2008, it was consistently in “the top ten most visited websites globally.” By April 2008, there were up to 85 million videos posted on YouTube.

It is important to notice that these statistics comes from the year 2009. Nowadays, in the year 2017, it is apparent that the number of views grew rapidly. Burgess and Green (2009, p. 6) agree that YouTube is “unstable object of study” due to its “dynamic change (both in terms of videos and organization), and a diversity of content.

Burges and Green try to provide an answer to why YouTube became that highly popular. They suppose that the success of the site is based on “four key features” implementation by Gannes (2006). Those are:

- Video recommendations via the ‘related videos’ list
- An email link to enable video sharing
- Comments (and another social networking functionality)
- Embeddable video player

However, those features were created in the year 2006. Nowadays, there are more features which help with sharing the videos, thus making it more popular. YouTube works on its own, as a popular social community itself, however, YouTube connects with major online social networks (OSNs) – such as Facebook, Twitter, and Google+ “to facilitate off-site diffusion.” (Wattenhofer, 2012, p. 1)

### 2.5.3 YouTube content

Considering its content, there are “thousands of short films from people’s own video cameras, webcams and camera phones.” (Mayfield, p 24, 2008) But not only that, even some TV shows have their clips posted on there. There are several kinds of YouTube videos, ranging from the more general terms such as music, entertainment, comedy to more specific ones.

This paragraph deals with the most common categories in connection to the content which is being produced on YouTube. This division comes from the source called Social Blade, a website certified by YouTube itself. The categories listed by this site are the following:

- Auto and Vehicles
- Comedy
- Education
- Entertainment
- Film
- Gaming
- How to and Style
- Music
- News and Politics
- Non-profit and Activism
- People and Blogs
- Pets and Animals
- Science and Technology
- Shows
- Sports
- Travel

In this following section, the most popular types of videos these days are described specifically. According to Asano (2017), there are thirteen types of videos which are highly popular and receive the most amount of views. He says that throughout the ten years in which YouTube developed, “the YouTube’s community have completely redefined entertainment, learning, shopping and more.” In what way, the YouTubers have changed that is described with the help of the video types he proposes. The following table (Table 1) demonstrates the thirteen most popular videos on YouTube.

*Table 1 Thirteen most popular videos on YouTube<sup>1</sup>*

<b>Thirteen most popular videos on YouTube of 2016</b>	
1.	Product Review Videos
2.	How-To Videos
3.	Vlogs
4.	Gaming Videos
5.	Comedy/Skit Videos
6.	Haul Videos
7.	Memes/Tags
8.	Favourites/Best Of
9.	Educational Videos
10.	Unboxing Videos
11.	Q and A Videos
12.	Collection Videos
13.	Prank Videos

### **1. Product Reviews Videos**

In this type of videos, YouTubers usually review some type of a product. The type of product varies – from make-up products to electronics. This influences the potential buyer (the one who watches the video) and thus it is a very important element for company’s advertisement. That is because people rely on the truth of the information the YouTubers provide.

### **2. How-To Videos**

In this case, the how-to videos are of many genres as well. Essentially, these videos educate the audience how to do specific tasks - whether it is a make-up tutorial, a cooking video or learning

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<sup>1</sup> The 13 Most Popular Types of YouTube Videos. *Mediakix - Influencer Marketing Strategy* [online]. 2017 [cit. 2017-06-25]. Available at: <http://mediakix.com/2016/02/most-popular-youtube-videos/#gs.IXLMcQQ>

technical skills. Those videos earn lots of views because the content is watched repeatedly for proper understanding.

### 3. Vlogs

Vlogs, e. g. ‘video blogs’ contain several clips from everyday life of a YouTuber. The content is considered to be authentic and unscripted. The format is similar to reality shows – millions of subscribers watch these ‘video diaries’ regularly.

### 4. Gaming Videos

These videos focus on gaming, gameplay or gaming lifestyle culture and they include so called “Let’s Plays, walkthroughs, machinimas and reviews of new games and gaming products.” (Asano, 2017) To understand the video concept, it is necessary to define those subgenres. **‘Let’s Play’**, usually shortened to LP, is a subgenre of gaming videos defined as “series of videos or screenshots, documenting a playthrough of a video game, usually including commentary by the gamer.” Those types of videos usually contain humour, frustration and other types of emotions by the gamers and their subjective experience with the game. **‘Walkthrough’** videos, however, differ from LP in that sense that they provide the viewer with an objective strategy guide for the game. The last important term concerning gaming videos is so called **‘machinima’**. It is defined as “the use of real-time computer graphics engines to create a cinematic production” and videos games generate the computer animation. The words machine and cinema created its name. In other words, it is “a process of making real-time animated films by utilizing the 3D graphics technology of computer games.” Asano claims that YouTube gamers (those who play the games and film themselves and then post the video on YouTube) and their gaming channels “remain one of the most popular types of YouTube videos, with top YouTube influencers reaching billions of followers (subscribers) and fostering unparalleled levels of engagement.”

### 5. Comedy/Skit Videos

These types of videos are most likely to achieve so called “viral status” which means they will achieve a lot of views during a short period of time because of sharing the link of the video among many followers. It is because these videos are “creative comedic videos and content featuring entertaining skits. Asano even claims that many YouTubers who create such content are becoming more popular than traditional celebrities.

## **6. Haul Videos**

In these types of videos, YouTubers show a product that they have recently purchased. Those products might be of make-up, clothes, homeware or technology types. This kind of videos is closely connected to product review videos, simply because YouTubers usually provide a brief review of the product they have bought. The reason why these videos are mainly of beauty, fashion and lifestyle is because YouTubers show “exciting new products” and they inform the audience about “upcoming trends”.

## **7. Memes/Tags**

Mememes and tags Asano defines as “funny, socially-relatable and often demographic-specific pieces of content shared across social channels and networks.” In practice, it means that YouTubers take turns in producing their own version of a specific meme video and create their own content based on the overall concept. For example, the most popular meme or tag video is “Draw my life” in which YouTubers narrate their whole life in an animated form. Another example is “50 facts about me” in which they simply list 50 random and interesting facts about themselves and share them with their audience.

## **8. Favourites/Best Of**

Along with product review videos and hauls, favourites or best of videos contain similar content. In favourites videos, YouTubers usually regularly (once a month, yearly, etc.) share with their audience products which they have been using and liking. Thus, they share the potential quality of a products which might make the audience to purchase the products. Again, those videos are usually of beauty and lifestyle nature.

## **9. Educational Videos**

In educational videos, the main importance is not only on the content (which is highly essential, of course), but also on the form of the videos. These videos are usually edited in an eye-catching way, they are, as Asano says, “thought-provoking, interesting and entertaining.” He also claims that this content receives a lot of views because of providing the audience with information, answers and with random facts in an interesting format.

## **10. Unboxing Videos**

In an unboxing video, YouTubers record themselves whilst they open a product for the very first time. Thus, the audience can see the first impression and reaction, the excitement, which makes the form of videos highly interesting for the viewers. This type is again very similar to a product review video. In this type, brands can make a profit of it simply because they can increase the visibility for product and services.

## **11. Q and A Videos**

Viewers are often intrigued to know a lot more about their favourite YouTube stars. They can ask them in the comment section under every video the YouTubers made. Some YouTubers ask the viewers on Twitter to leave them some question they would like to know the answers to. Asano says that unlike the ‘traditional celebrities’, YouTubers are in a direct contact with their subscribers.

## **12. Collection Videos**

Make-up, clothes, accessories, homeware and technology. Those are primarily the products YouTubers show in their collection videos. As Asano says, showing their collection is also a little about the products reviews but mostly about the YouTubers’ preference and taste. In these videos, YouTubers talk the viewers through the products they have been collecting for a long period of time.

## **13. Prank Videos**

Probably the most popular videos on YouTube, or at least the ones mostly shared and liked, are prank videos. Prank is a silly trick that you play on someone to surprise them. YouTubers usually pranked each other, or their family and friends. Sometimes they prank unsuspecting members of the public and by sharing the craziest pranks, they receive a large number of views.

One group, which is missing from his distinction and which does receive a lot of views as well, is a group of **music videos**. The reasons why they are considered to be of a popular videos to watch are the following two tables presented below.

The data represented in both the tables are extracted from Social Blade website. The website compiles data from YouTube, Twitter and Instagram and uses the data to make statistics considering the progress and growth of each sites. The first table, *Table 2*, represents top ten most viewed YouTube Channels. There are representatives of videos connected to music (such as *JustinBieberVEVO*, *KatyPerryVEVO*, *T-Series*, and *netd müzik*), sports (such as WWE), gaming (*PewDiePie*), entertainment (*Fun Toys Collector Disney*), and education (*LittleBabyBum*). As one can see, the music category is covered the most.

*Table 2 Top 10 Most Viewed YouTube Users<sup>2</sup>*

Top 10 Most Viewed YouTubers		
	User	Video Views So Far
1.	T-Series	16,452,708,733
2.	PewDiePie	14,977,896,328
3.	JustinBieberVEVO	14,763,602,941
4.	WWE	14,051,580,084
5.	Fun Toys Collector Disney	12,687,965,080
6.	netd müzik	12,362,598,151
7.	LittleBabyBum ®	11,874,605,606
8.	Get Movies	11,628,271,604
9.	KatyPerryVEVO	11,330,179,995
10.	Ryan ToysReview	11,339,818,398

The following table, *Table 3*, represents top ten most subscribed YouTube channels. The representatives are similar to the preceding table, however, there are few which are different. There are also representatives of music videos (*JustinBieberVEVO*, *RihannaVEVO*, *TaylorSwiftVEVO*, *OneDirectionVEVO*), following by comedy channels (*Smosh*), entertainment channels (*HolaSoyGerman*), news (*YouTube Spotlight*), gaming videos

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<sup>2</sup> Social Blade YouTube Stats. *YouTube, Twitch, Twitter and Instagram Statistics* [online]. [cit. 2017-04-20]. Available at: <https://socialblade.com/youtube/top/100/mostviewed>

(*elrubiusOMG*) and movie produced by YouTube (*YouTube Movies*). In this statistics, music channels again prevail.

*Table 3 Top 10 Most Subscribed YouTubers<sup>3</sup>*

<b>Top 10 Most Subscribed YouTubers</b>		
<b>User</b>		<b>Subscribers</b>
<b>1.</b>	PewDiePie	54,532,957
<b>2.</b>	YouTube Movies	46,492,140
<b>3.</b>	HolaSoyGerman.	31,441,092
<b>4.</b>	JustinBieberVEVO	28,197,926
<b>5.</b>	YouTube Spotlight	25,523,716
<b>6.</b>	RihannaVEVO	24,426,920
<b>7.</b>	elrubiusOMG	23,829,381
<b>8.</b>	Smosh	22,610,851
<b>9.</b>	TaylorSwiftVEVO	21,882,610
<b>10.</b>	OneDirectionVEVO	21,755,500

To summarize the YouTube chapter, the reasons why YouTube was chosen to be the source for this research are based on the characteristics and description of YouTube. As it was already stated, YouTube is considered a highly popular social platform among young people nowadays. Asano (2017) even said that during 2015 and 2016, the amount of people watching TV channels on YouTube increased up to 50 % and people who watch YouTube content via television screens doubled. He adds that those people watch YouTube especially in prime time.

Not only that, Br nner (2013) claims that YouTube is an authentic teaching material and offers rich multicultural content. This content is available – one can use it anytime, anywhere and

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<sup>3</sup> Social Blade YouTube Stats. *YouTube, Twitch, Twitter and Instagram Statistics* [online]. [cit. 2017-04-05]. Available at: <https://socialblade.com/youtube/top/100/mostsubscribed>

most importantly, YouTube is free. These are the main reasons why this research focuses on young people, their interest in YouTube videos and how it affects their learning of English.

## **2.6 CONCLUSION OF THEORETICAL PART**

Learning in the 21<sup>st</sup> century offers many materials to choose from as a basis for the learning to happen. Online technologies are one of the possible sources for learning. The concept of lifelong learning needs to be taken into consideration when focusing on learning in the 21<sup>st</sup> century. The ongoing process of acquiring knowledge is based on new online technologies people need to learn to use.

Informal learning is considered to be a part of an everyday life aspect of many people. The issue of using online technologies is inevitable when talking about informal learning in leisure time activities. The term digital natives is introduced in the theoretical part of the thesis. It focuses on people who have grown up with new technology and were surrounded by computers since their young years. Visual information, multitasking and multi-processing are the issues which are connected to using online technologies nowadays and might be evident factors which the practical part of the thesis deals with.

Having YouTube as a popular social platform, the aspects of interest were explained in order to describe student's relationships to the network. Being able to connect to YouTube at any time without any time restrains or fear of being charged are one of the aspects the social platform is considered beneficial.

The intention of the practical part is to get an insight into the issue of YouTube and find out to what extent the platform is popular amongst students of secondary schools, how often do they use it in their leisure time, and most importantly, to what extent do they encounter English via the videos on YouTube and how it helps them with developing their language skills. These data were gathered in a multiple-case study research described in the following part of the thesis.

## **3 PRACTICAL PART**

### **3.1 RESEARCH AIM**

This paragraph describes the research questions which this diploma thesis deals with. The primary question is What is the role of YouTube for secondary school learners of English as a foreign language? The other research questions which are connected to the topic are the following:

- How much time do students spend on YouTube?
- How do they learn English via English videos on YouTube?
- What type of videos do they watch?

This research is aimed to find out to what extent is the role of YouTube important for learners of English as a language. The intention of this research is based on learners' experiences with watching YouTube and how does this type of a social media help them when acquiring the desired language. These questions are asked in order to find out how much time do learners invest in watching the videos, what benefits does this bring them considering their knowledge of English and how they feel about the whole concept of learning a language via YouTube in an informal way.

### **3.2 RESEARCH BACKGROUND**

#### **3.2.1 Qualitative Research**

With having the research questions described, it is evident that this research is of a qualitative manner. Creswell (in Hendl, 2016, p. 46) defines qualitative research as the following:

- Qualitative research is a process of finding understanding based on different methodological traditions of analysing a particular social or human problem. The researcher creates complex, holistic picture, analyses different types of texts, informs about the research participants' opinions and ... the research in natural conditions. -

Hendl (2016, p. 46) describes that a researcher in a typical qualitative research chooses a topic and sets several research questions. Those questions might be modified during the research process – during the data collection and analysis. He also claims that qualitative research is based on an intensive contact with an individual or a group of individuals. These situations are

normal, reflects everyday life of those individuals, groups or organizations. One of the most important benefits of a qualitative type of a research is its ability to obtain deep descriptions of cases.

Šed'ová (in Švaříček and Šed'ová, 2007) describes essential phrases of a quantitative research. Those phrases are:

- stating the research aim,
- creation of a conceptual framework,
- defining research questions,
- choosing research methods,
- assurance of the quality of the research,
- data collection and organization,
- data analysis and interpretation,
- formulating research outcomes.

### **3.2.2 Case Study**

This research is based on a case study research. Several learners of English as a foreign language were asked by the researcher number of questions and based on their answers, the analysis was conducted. The term case study research is defined in the following paragraph.

According to Gillham (2002, p. 1), the term 'case' means "a unit of human activity embedded in the real world." He claims that that a case can be an individual, a group, institution or community. A case study investigates the specific cases to provide answers to a particular research topic. When taking into an account the plural number of cases, the study is called multiple cases study. This diploma theses consist of a research based on a multiple cases study. The aim of this study is to collect evidence to get to the "best possible answers to the research question." Gillham also states that it is not necessary to start the research with theory notions stated in advance. It is because until the data are collected and understood, one does not know what theories are sufficient and makes sense the most.

### 3.2.3 Selection of cases

Having the research question stated, it was necessary to choose the cases for the research. The selection of cases was pre-determined by several factors, which were necessary to comply to be part of this research. Those factors were following:

- the cases are students of secondary schools,
- they watch YouTube videos in English during their free/leisure time (any type of videos),
- they are willing to talk about their experiences, opinions and feelings about YouTube and how it penetrates with their learning of English.

This type of cases selection has a specific terminology. Šed'ová (in Švaříček and Šed'ová, 2006, p. 75) names it the typical type of cases. This means that the research cases represent what is the most common for the particular research issue.

The reason why the researcher decided to interview students from secondary schools was because of the demands of the interview questions and because the researcher aimed at obtaining profound answers corresponding to students' experiences, expecting secondary students to be more experienced than primary school students.

### 3.2.4 Description of Cases

There were fifteen of cases chosen for this research. The number represents students of secondary schools, ranging from the age sixteen to the age nineteen. They were asked to participate in the research and all of them agreed to be a part of it. The following paragraphs introduce the cases.

**Case 1** is a nineteen-year-old male student of a grammar school. He has been learning English since the third grade in primary school. He has got his own YouTube account which he only uses for subscribing to YouTube channels, to like and dislike videos and to choose videos from his subscription box. He does not create any videos by himself at all. He was interviewed April 24, 2017.

**Case 2** is a fifteen-year-old female student of a vocational school. She has been learning English since the third grade in primary school as well. She does not have a YouTube account and thus does not actively participate in the platform. She was interviewed April 24, 2017.

**Case 3** is a sixteen-year-old female student of a grammar school. She has been learning English since the second grade in primary school. She has got a YouTube account but she only uses it for subscribing to channels. She was interviewed April 24, 2017.

**Case 4** is a sixteen-year old female student of a vocational school. She has been learning English since the third grade in primary school. She has got a YouTube account which she uses for subscribing, liking and disliking videos. She was interviewed April 24, 2017.

**Case 5** is a nineteen-year-old male student of a grammar school. He has been learning English since the third grade in primary school. He has got a YouTube account which he uses actively for subscribing, liking and disliking videos. He was interviewed April 25, 2017.

**Case 6** is a nineteen-year-old female student of a grammar school. She has been learning English since the third grade in primary school. She has got her own YouTube account for subscribing to YouTube channels. She was interviewed April 25, 2017.

**Case 7** is a nineteen-year-old male student of a grammar school. He has been learning English since the second grade in primary school. He has got a YouTube channel which he actively uses for subscribing, liking and disliking videos and also to comment on the videos. He was interviewed April 25, 2017 and was the only one from all of the cases who preferred the interview to be in English instead of Czech.

**Case 8** is an eighteen-year-old male student of a grammar school who has been learning English since the first grade in primary school. He has got a YouTube account which he actively uses for commenting on videos, liking and disliking videos and for an easier way of searching videos to watch. He was interviewed April 25, 2017.

**Case 9** is an eighteen-year-old male student of a vocational school. He has been learning English in pre-school for a short period of time. After that, he started learning English again in the third grade in a primary school. He has got a YouTube account and channel as well. He describes himself as a passive YouTuber, once or twice a year he produces a video on YouTube.

Other than that, he uses his account to comment on videos, dislike and like them and to subscribe to other channels. He was interviewed May 2, 2017.

**Case 10** is a sixteen-year-old female student of a grammar school who has been learning English since the third grade in a primary school. She has not got a YouTube thus she does not actively participate on the platform. She was interviewed May 13, 2017.

**Case 11** is a seventeen-year-old female student of a grammar school. She has been learning English since the third grade in a primary school. She has got a YouTube account which she uses only for subscribing to YouTube channels. She was interviewed May 13, 2017.

**Case 12** is a seventeen-year old male student of a vocation school. He has been learning English since the third grade in a primary school. He has got his YouTube account and uses it only to watch YouTube videos. He was interviewed May 13, 2017.

**Case 13** is a nineteen-year old female student of a grammar school who has been learning English since the third grade in a primary school. She has got a YouTube account which she uses for watching, liking and disliking videos. She was interviewed May 23, 2017.

**Case 14** is a nineteen-year-old male student of a vocational school. He has been learning English since the third grade in a primary school. He has got his own YouTube channel which he uses only to watch YouTube videos. He was interviewed May 23, 2017.

**Case 15** is a nineteen-year-old female student of a grammar school who has been learning English since the third grade in a primary school. She has got her own YouTube channel but she does not create any YouTube videos, she uses the account only to watch the videos, comment on them and dislike and like them.

In summary, fifteen cases were a part of this research. Ten of the cases were students of grammar schools, the rest studied vocational schools. Considering the age of the students, the majority of them were students of nineteen years of age. Three of the cases did not have a YouTube account, the rest of the cases used their account for subscribing, liking and disliking videos mainly and to comment on them. Fourteen of the cases did not create any videos, one case created one or two videos per year.

## 3.3 RESEARCH METHOD

### 3.3.1 Interview

In this chapter, the method which was chosen for the research is described. Based on all the research description above, the most suitable method to carry out the body of the research was an interview.

Interview is the most common type of a qualitative research method. It is defined as a non-standard interviewing of one research participant by one researcher with the help of several open questions. In-depth interview enables to obtain data in its natural form – which is one of the fundamental principle of qualitative research. (Švaříček and Šed'ová, 2006, p. 159)

Švaříček (2006, p. 160) defines two types of in-depth interviews: semi-structured and unstructured interviews. Semi-structured interview is based on a list of pre-planned questions or topic and is mainly used in the case study research. This research is based on this type of in-depth interview. The other one, unstructured interview is sometimes also called narrative interview and is mainly used in biographic research. This research deals with the type of a semi-structured interview.

Patton (in Hendl, 2016, p. 172) describes that there are six types of questions in interviews. Those types of questions are:

- questions corresponding to experiences or behaviour
- questions concerning opinions
- questions concerning feelings
- questions concerning knowledge
- questions concerning perception
- demographic and context questions

Hendl (2016) claims that the type of a question helps with planning the content of the interview and the arrangement of questions. Concerning the arrangement, he suggests that the interview should start with questions which are based on unproblematic realities (such as experiences and behaviour of an individual). In the following phase of the interview, the questions corresponding to individuals' opinions, feelings and interpretation are asked.

The way of asking questions during an interview is also important. Hendl (2016, p. 173) stresses that “the questions ought to be open, neutral, sensitive and clear.” He defines an open question as question which provides the respondent with the ability to choose any direction and choice of words. To ask several questions at once is not allowed – instead, the interviewer uses so called ‘probing questions’. These questions are used to deepen the respondent’s answers.

The reason why the researcher decided not to use questionnaires for the core of the research was because she wanted to obtain intense responses and be able to react to them and ask probing questions. However, the questionnaire was used at the very beginning of the research in order to find out the general perception of YouTube among secondary school students, as explained in the following chapter.

### **3.4 RESEARCH PLAN AND PILOTING**

#### **3.4.1 Questionnaire**

At the very start of the research, a questionnaire was set among secondary school students. The aim of the questionnaire was to find out the general relationship between students and YouTube. It was aimed to find out to what extent is YouTube considered to be a popular social media and how often students encounter and use YouTube in their leisure time. The questionnaire was distributed electronically amongst students and it was constructed in the Czech language to avoid any possible misunderstanding. The questionnaire was anonymous. To see the base of the questionnaire, see appendix A. The researcher collected **85** fulfilled questionnaires.

The questions in the questionnaire were brief and it was mainly about getting the image about how often and how much students use YouTube and what kind of content they watch. The questions were following:

- a. Do you spend your leisure time by watching YouTube videos?
- b. How much time do you spend on YouTube?
- c. English vs. Czech videos on YouTube, which ones do you prefer?
- d. What type of videos do you watch on YouTube?
- e. Which technical devices do you use to watch YouTube videos?

In the following section, the outcomes of the questionnaire are described.

**Question 1: *Do you spend your leisure time by watching YouTube videos?***

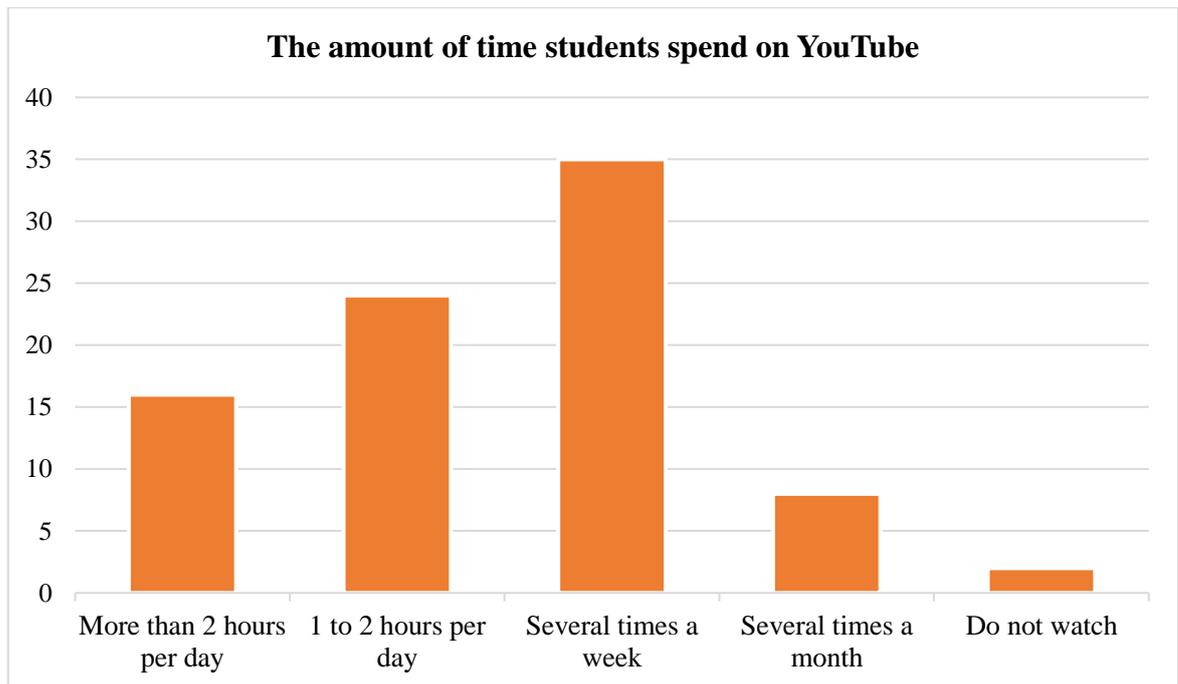
From the two types of answers, 'Yes' or 'No', 83 students answered by 'Yes', and only 2 of them answered 'No'.

**Question 2: *How much time do you spend on YouTube?***

The answers corresponding to the questions were following:

- a. more than two hours per day
- b. one to two hours per day
- c. several times a week
- d. several times a month
- e. do not watch them at all.

Concerning the first answer, 16 students watch YouTube more than two hours per day. The second answer, 24 students watch YouTube one to two hours per day. 35 students watch YouTube several times a week and 8 students watch YouTube several times a month. Two students do not watch YouTube at all.



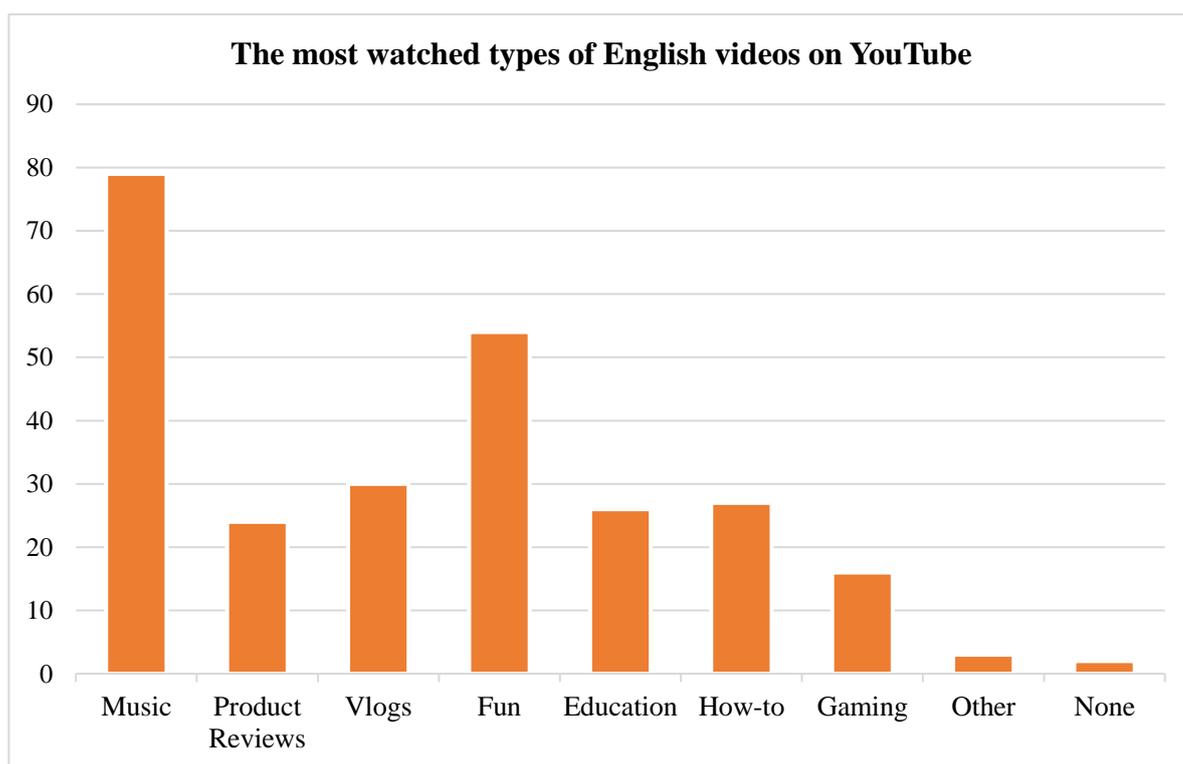
***Chart 1 The amount of time students spend on YouTube***

Question 3: *English vs. Czech videos on YouTube, which ones do you prefer?*

Respondents in this question answered in the following way: 35 of them prefer English **videos**, 21 prefers Czech videos, 27 of them claim that the proportion of the Czech and English videos is the same, and 2 of them do not watch any videos.

Question 4: *What type of videos do you watch on YouTube?*

In this question, it was again stated that several answers are possible. The options were following: music videos, product review videos, vlogs, funny videos, educational videos, how-to videos, gaming videos, other videos and no videos at all. Considering the others, students were asked to add their types. Music videos contain 79 votes, product review videos have got 24 votes, vlogs have got 30 votes, funny videos contain 54 votes, educational videos have got 26 votes, how-to videos have got 27 votes and gaming videos have got 16 votes. Others, which were voted 3 times, include travel videos, American show and fashion. Again, two votes were for no videos at all.



*Chart 2 Types of videos watched on YouTube*

### Question 5: *Which technical devices do you use to watch YouTube videos?*

This question offered several possible answers again. The list of the devices is following:

- a. Computer
- b. Laptop
- c. Tablet
- d. Mobile Phone
- e. Television
- f. None

The biggest number of answers got a mobile phone with 71 votes. This was followed by laptop with 56 votes. Computer has got 31 votes, tablet 25 votes, television 17 votes and 2 votes for no devices.

To summarize the questionnaire outcomes, the researcher found out that 98 % of the respondents spend their leisure time by watching videos on YouTube. Almost half of the respondents, 47 %, use YouTube on a daily basis. Considering the language of the videos, 41 % respondents prefer only English videos, 32 % watch English and Czech in the same proportion and 25 % watch only Czech videos. From the total of 85 votes, music videos achieved the most, 79 votes, followed by fun videos with 54 out of 85 votes. Considering the technical devices the students use the most, mobile phones and laptops are the favourites.

#### **3.4.2 Piloting Interviews**

After having the results of the questionnaire, the piloting part of the interviews had to occur in order to find out whether the designed interview questions are valid. The researcher interviewed the same type of a case representing the targeted group of the research. However, the person involved in piloting did not participate in the research then as such.

In the piloting part of the interview, it was clear that the timing needed to be thought of, because the actual time of interviewing was about ten minutes, instead of desired twenty to thirty. Not only the timing, but the structure of the questions had to be modified as well. Some of the questions were not exactly clear for the respondent.

See appendix B for the list of questions prepared for the interviews.

### 3.5 INTERVIEW CODES AND CATEGORIES

After having the interviews transcribed, the process of coding started. Code, as described by Lee and Fielding is “a word or a short phrase that defines in one way or another certain type and differentiates it from the others”. (in Švaříček and Šed’ová, 2007, p. 212). Open coding was chosen as the analysis of the data obtained from the interviews. Švaříček and Šed’ová define open coding as the process of dividing the interview texts into individual units which are named based on their characteristics. The interviews conducted in this study were coded in the method called paper and pen way of coding (2007, p. 213). To see two samples of the interviews coded in this way, see appendix C. They advise not to make the codes too general or too detailed, for it might be difficult then to categorize the codes. However, they also mention that it is possible at any time to back to the codes and modify them.

While coding the interviews, the researcher made a list of codes that appeared during the coding. See appendix D for the list of the alphabetical codes. Each case is abbreviated to capital C and its number. The following number represents each line in the transcription of the interview for easier orientation.

To have the list of codes was necessary for the following categorization of the codes. All the codes were grouped by similarity. Then, these codes were then assigned to a brand-new category which is connected to the particular codes. In the following table, the list of categories and its codes is introduced.

*Table 4 - The list of categories and its codes*

<p><b>Time Span</b></p> <p><i>Leisure Time, Leisure Time with English, Time Span</i></p> <p><b>Interest</b></p> <p><i>Emotions, Culture, Freedom, Friends, Fun, Information, Inspiration, Interest, Perception of YouTube, Popularity, Relaxation</i></p>
---

## YouTube

*Advantages, Availability, Content, Criteria, Czech vs English videos, Disadvantages, Social Media, Technical Abilities and Devices, Types of Videos, YouTube as Social Media, YouTube Development, YouTube Diversity, YouTube vs Another Media, YouTuber*

## English

*Communication, English as Lingua Franca, Forms of English, Grammar, Language Development, Learning Materials, Learning Strategies, Learning Styles, Listening, Native Speakers, Pronunciation, Real-Life aspects, School, Speaking, Teacher, Textbook, Understanding, Use of English, Vocabulary*

As seen in Table 4, the list of codes contains four main groups of categories. The researcher divided the outcomes from the interviews into four main categories which are: time span, interest, YouTube and English. The first one, **time span**, represents the terms such as what leisure time means to students, how they spend their leisure time in connection to English and how much time do they invest in the several activities in which English is present. The second one, **interest**, contains the terms such as emotions, freedom, fun, friends, information, inspiration, popularity and relaxation. In this category, the focus is on students' affective domain, how do they personally perceive and how they feel about the YouTube platform as such. The third category is **YouTube** and it contains among others the terms as: advantages of as well as disadvantages, the availability, content, preference between English and Czech videos, how the students define what YouTube means to them, whether they consider YouTube as Social Media, YouTube development and diversity and mainly the types of videos students watch. The last category, called English, explores the following terms: use of English, communications, several forms of English, English development, learning materials, strategies and styles, pronunciation, real-life aspects, speaking, pronunciation, vocabulary and among others the terms as school and textbook as well. The last category could be defined as the core category. It contains the majority of codes. For the detailed analysis of the interviews, each category represents one chapter in the following parts of the diploma thesis.

## 3.6 INTERVIEW OUTCOMES AND ANALYSIS

As already mentioned, the following analysis is based on the list of codes and categories described in Table 4. Each chapter represents and analyses one of the categories. In each chapter, the interview questions, which were constructed for receiving the data connected to each topic, are represented as well. The aim of the research was to find out to what extent is the role of YouTube important for students of secondary schools concerning learning English as a foreign language. The technique which the interview analysis is based on is called “*technika vyložení karet*” which is defined by Švaříček and Šeďová (2007, p. 226) as a method in which the categories are arranged into a certain image which the researcher retells. Not every category has to be covered, but it is necessary that the categories are connected to each other and to the research aim.

### 3.6.1 Time Span

This category represents students’ leisure time. The aim of the questions was to find out how much time do they invest in watching YouTube and how YouTube stands in comparison to other activities they do in their leisure time. These types of questions were usually asked at the beginning of the interview, to break the ice between the respondent and the interviewer. The research questions connected to this category were the following:

*IQ<sub>1</sub>: How do you spend your leisure time?*

*IQ<sub>2</sub>: How do you spend your leisure time with English?*

*IQ<sub>3</sub>: How much time do you invest in the activities concerning English?*

Considering leisure time with English, **Case 1** responded that considering the time spent with English, he usually watches TV series and spends a lot of time on the internet, where he mainly listens to music. Considering the time spend on the internet and watching series, it takes him around two to three hours per day. He started watching English YouTube videos when he was sixteen, which means he has been watching them for three years now. **Case 2** spends the time with English in the similar way, she watches YouTube videos and browse English websites, such as Facebook and Instagram. It takes her around two hours per day. Among the activities that **Case 3** spends her time on are YouTube videos, TV series and blog posts. The least amount of time that she spends doing the activities is one hour, but mostly it is more. **Case 4** spends her

time with English by watching YouTube videos and TV series which takes her two to three hours per day. She has been watching English videos on YouTube for three years. **Case 5** spends his time mainly with English, he says that: “When I don’t do sport, I spend my time mainly with English, because I’m all the time on the internet where I search for information in English, because I don’t really trust Czech sources for information.” **Case 6** spends her time with English on YouTube where she listens to music and watches videos. Besides YouTube, she watches several TV series. She spends on the internet around three hours per day. She has been watching English videos on YouTube for four years now. **Case 7** responded that ninety percent of his leisure time, he spends on computer where he spends the time on the internet, mainly YouTube and other English websites, such as BBC. **Case 8** spends his time with English by watching TV series, movies and listening to music, all preferably in English, two to three hours per day. The place where he listens to music is most of the time YouTube. **Case 9** spends his leisure time on computer as he says, the minimum time spend on a computer per day is one hour, the maximum is four to five hours. On the computer, he usually visits social media sites, such as Facebook, YouTube and Messenger, where he gets into contact with English daily. Besides these activities, Case 9 also play video games quite often. He says that he plays the games in English, thus he communicates with playmates in English via keyboard and microphone. Considering leisure time and English, **Case 10** spends usually one hour before bed mostly by watching English videos on YouTube and watching series in English. **Case 11** responded that the only things she does with English in her leisure time is to watch movies and YouTube videos which takes her around an hour per day. **Case 12** said that his leisure time in which he is in contact with English in mainly on the internet, on YouTube and Facebook. In addition to this, he watches English movies with Czech subtitles. All of this takes him up to two hours per day. Concerning **Case 13**, he responded that he spends his time mainly on the internet and he has got his accounts in English settings mainly, thus he is in contact with English constantly. Besides social media, such as Facebook, Instagram and YouTube videos, he also watches TV series. He spends two to three hours per day doing these activities. **Case 14** spends two to three hour of his leisure time with English by playing computer games, watching YouTube videos and watching movies. **Case 15** spends two to three hours per day with English by watching YouTube videos, movies, and listening to music.

To summarize this chapter, it is obvious that most of the activities students often do in their leisure time are connected to the English language. In general, they tend to listen to music via

YouTube, following other English videos on YouTube (those are described in the following chapters). Concerning the time span, students usually spend around two to three hours per day with English in their leisure time (Case 1, 2, 4, 6, 8, 12, 13, 14, 15). The least amount of time spend with English is an hour (Case 3, 10, 11) and the most are four to five hours (Case 5, 7, 9).

### 3.6.2 Interest

This category represents students' opinions and feelings towards the English side of a YouTube platform. The aim of the questions was to find out how the students perceive YouTube, what does it mean to them and why do they spend their time on it.

In the first part of this chapter, the **students' perception of YouTube** is described. The reason why the perception is separated from the other terms such as emotions, is because in the interview, there was the specific question concerning this issue. The question was following:

*IQ4: How do you define YouTube? What does it mean for you?*

**Case 1** responded that for him, YouTube is simply source for fun which he uses in his leisure time. For **Case 2**, YouTube is a way of relaxation, and especially English videos on YouTube, she enjoys them knowing it benefits her English skills. **Case 3** describes that her relationship to YouTube is similar to television. But instead of having set programme with fix hours, YouTube is free and diverse, in connection to time and the content. **Case 4** responded that for her, YouTube is place of fun where she can find new information and learn something new. **Case 5** perceived YouTube differently five to ten years ago. In that time, YouTube for him was only as a source for music. Nowadays, it is a place of fun with diverse content which YouTube has to offer. **Case 6** defines YouTube as a place of certain community of people who share and watch videos which are usually about music, tutorials of any kind and about gaming. **Case 7** provides his own definition of YouTube as “an audio-visual site that provides information and opinions of other people and also a site where you can find interesting videos about something you are engaged with”. **Case 8** responded that for him, YouTube is website which he “could not live without”, on which he spends several hours per day and listens to music there. For **Case 9**, YouTube is a source for fun, inspiration and information, all presented in an enjoyable way which means he enjoys spending time on YouTube. **Case 10** responded that she perceives YouTube as a site which she uses mainly for listening to music. For **Case 11**, YouTube is a

beneficial site for its diverse content. She responded that she finds anything she ever wants to find and it never fails her. **Case 12** perceives YouTube as unlimited source of fun, but also a time-consumer. He also says that the site has never failed him to find anything he wanted. **Case 13** perceives YouTube as a hobby. She also admits that she spends there a lot more time than she would prefer. She enjoys the community of YouTube and the space and content it offers. **Case 14** says that for him, YouTube is a site that whenever he opens, he knows it will be fun to be there. He acknowledges the fact that there are many various videos to watch, that he has never watched before, thus the wide spectrum of video content rates as one of the reasons why he enjoys this website. Lastly, **Case 15** responded that for her, YouTube is simply a place of inspiration. There she finds inspiration for her hobby as a dancer, for her make-up and fashion.

In this following part of the chapter, the **term fun** is analysed. This term occurred frequently as it can be observed from the list of codes in Appendix D - this is the reason why this term is described individually and the other terms together in the following paragraphs. The term fun, or funny, occurred during the interviews mainly in two situations. The first one was when the respondents talked about the types of videos they usually watch on YouTube and the second one when they were comparing encounters with English in textbooks and on YouTube. **Case 1, 2, 4, 5 and 14** responded that it is mostly fun videos they tend to watch on YouTube. **Case 3, 8 and 9** say that the reason why they enjoy YouTube is because no one forces them to watch the videos and it is up to them what they watch. **Case 12** says that he enjoys YouTube mostly because he is the one who chooses the content to watch, thus it is enjoyable for him, plus being it a hobby, or an activity he does in his leisure time is why he is fond of it. Being it the other way around, he would not enjoy it. **Case 15** responded that for her, YouTube is enjoyable way of spending her time with English because she can decide what she wants to watch, what interests her, whereas with textbook, the content is already pre-prepared for her.

To summarize the chapter of interest, the main outcomes of the interviews analysis are described in the following way. Cases find YouTube mainly as a source of fun where they can find diverse range of videos they are engaged with. For many of them, YouTube is site where they can relax, find information and inspiration and be entertained. They stress the fact that it is up to them who decide what type of videos they watch and thus it makes them time and content flexible.

### 3.6.3 YouTube

This category represents the content of YouTube, its advantages and disadvantages the students find important. The aim of the questions was to find out what types of videos students watch, what do they see as advantages and disadvantages and what kinds of criteria do they have when deciding what to watch. The interview questions concerning this area were following:

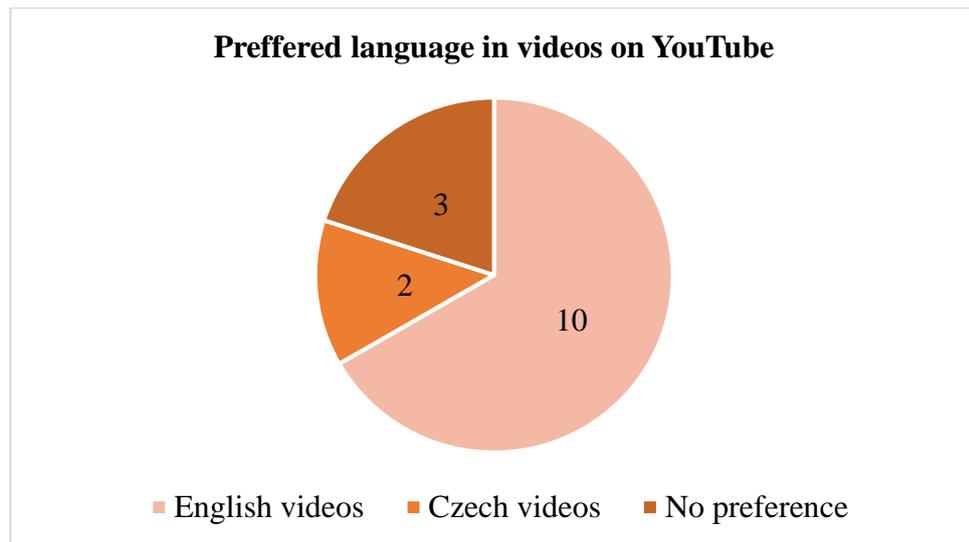
*IQ5: Which videos do you prefer? English or Czech?*

*IQ6: What types of English videos do you watch?*

*IQ7: What are the advantages and disadvantages of YouTube?*

*IQ8: What are the criteria for choosing the videos to watch?*

Concerning **the preference of videos**, **Cases 3, 5, 6, 7, 8, 11, 12, 13, 14, 15** responded that they prefer English videos over Czech videos. **Cases 1 and 2** prefer Czech videos over those in English, and lastly **Cases 4, 9 and 10** do not mind between those two languages. The reasons why the respondents prefer English videos over Czech are that the videos in English are made with better quality and the content of the videos is more diverse than the videos in Czech. **Case 1** said that by 80 % he watches Czech videos and the rest are English videos. **Case 6 and 7** responded that the content they usually seek for is available mainly in English, not in Czech. **Case 4 and 13** said that they started by watching English videos because Czech videos, in which they were interested, were non-existent at that time. **Case 5** mentioned that he prefers English videos because not only native English speakers record videos in English but many others around the world record them in English so that it is accessible for wider community since English is nowadays considered *lingua franca* (meaning a language that is adopted and used to communicate among individuals whose native languages are different). **Case 9** responded that for some of the videos he watches the language does not matter.



*Chart 3 Preferred language in videos by the cases*

This paragraph deals with **the types of the English videos** the students watch. **Case 1** responded that the majority of English videos he watches are politically based, such as talk shows with politicians or satirical videos about politics. **Case 2** said that she watches mainly funny videos and music videos. For **Case 3**, it is music videos and videos about healthy life style. **Case 4** responded that the videos she watches on YouTube are the ones connected to gaming, then she watches beauty videos and the last category she watches are book related videos. The most videos **Case 5** watches are documentaries and program tutorials concerning graphic, such as Adobe Photoshop, Illustrator and so on. Among these videos he also watches and listens to music videos. **Case 6** responded that the types of videos she watches are book reviews videos, vlogs and beauty videos. In addition to these, she also watches music videos. **Case 7** watches political videos of any sort and educational videos on TEDx where he is mainly interested in psychological lectures. **Case 8** said that he watches short scientific documentaries and talk shows on YouTube. Besides that, he uses YouTube mainly for background music, which means that he usually has a set list of music videos which are playing in the background while he does his other work on computer. **Case 9** uses YouTube in similar way to Case 8 – he uses YouTube as a source for music playing in the background. Other than that, he responded that there are three types of videos he usually watches. The first group are funny videos, compilations of fails mainly. The second group are tutorials in which YouTubers provides the viewers with advice about certain issues. The last group are talk shows or parts of movies or TV series which are uploaded on YouTube. Concerning **Case 10** the types of videos she

watches are make-up and beauty videos which she watches only for fun, the other types of videos are TV series which are uploaded there. **Case 11** watches two types of videos: music videos and funny videos. The types of videos **Case 12** watches are most frequently music videos. Besides that, he enjoys watching series of videos called “Top 10 things about...” and funny videos, such as pranks and. **Case 13** responded that in the past, she used to watch videos about make-up and fashion, but now it is mainly book related videos and vlogs. She adds that by watching vlogs she experiences different cultures which she personally finds interesting and beneficial, especially when considering learning American and English cultures. **Case 14** said that the videos he usually watches are gaming videos, music videos and funny videos. **Case 15** started by watching dancing videos which she watched for an inspiration for her own dancing. Along with this, she watches make-up videos and music videos.

*Table 5 The most watched types of videos mentioned by the cases*

<b>THE MOST WATCHED TYPES OF VIDEOS</b>	
<b>TYPES OF VIDEOS</b>	<b>CASES</b>
Music Videos	C2, C3, C5, C6, C8, C9, C11, C12, C14, C15
Funny Videos	C2, C9, C11, C12, C14
Gaming Videos	C4, C14
Book Videos	C4, C6, C13,
Talk Shows	C1, C8, C9
Tutorials	C5, C9,
Make-up and Fashion Videos	C4, C6, C10, C14
Educational Videos, Documentary	C5, C7, C8, C10
Political Videos	C1, C7
Lifestyle Videos	C3
Vlogs	C6, C13
TV series	C9, C10

This paragraph contains students' criteria which they follow when deciding what videos to watch. **Case 1** responded that the only criterion he uses is that the video must be politically oriented. He is interested in the current state of our world, thus seeks videos of this type. **Case 2 and 3** do not have any set criteria they follow, they just prefer funny videos. Case 2 does not want to watch any gaming videos and Case 3 prefers fitness videos. **Case 4 and 5** do not have any set criteria. They even talk about an issue called clickbait which they describe as a video with an eye-catching picture and interesting title, but the content of the video does not correspond either to the title or the picture. **Case 6** responded that she has her own list of YouTubers she watches regularly and whenever there is a new video by them, it automatically sends a notification to her and she usually watches it. Besides that, there is a recommended list of videos which she usually watches as well. The only criterion **Case 7** uses are recommended videos on YouTube. **Case 8** has his favourite YouTube channels bookmarked so it is mainly there where he finds the videos. Apart from the bookmarked channels, he also watches recommended videos on Facebook. **Case 9** watches videos that are featured on the main page of YouTube where are usually the videos of channels he is subscribed to. There are several YouTubers whose every video they upload Case 9 watches. Then it depends on the situation, when he is on Facebook, he uses YouTube only as a source for music. If he has got more time, he usually watches parts of movies, TV series or talk shows there. And he also responded that if he needs to study for school, he watches videos for the subject on YouTube as well. **Case 10 and 11** responded that they mainly watch the videos their friends recommend them. Case 11 added that she spends a lot of her time on YouTube because of the never-ending list of recommended videos. **Case 12** chooses the videos based on their number of views, number of likes and dislikes. The videos with the highest number of views and likes are the ones he often watches. **Case 13** responded that the videos she watches are the ones in the list of her subscription and the list of recommended videos. If it is the recommended list, she is interested in the number of likes and dislikes the video has. **Case 14** said that he has a list of channels he is subscribed to and whenever there is a new video he usually watches it. **Case 15** responded that she watches videos based on her friends' recommendation.

This paragraph concerns the advantages and disadvantages students associate with the YouTube platform. Concerning the advantages, **Case 5** stresses mainly the diverse content of YouTube videos. He also responded that whenever there is a technical problem with any of the mobile devices he owns, he just types keywords on YouTube and it provides him with a tutorial how

to fix the device. **Case 6** mentioned the non-stop availability of YouTube, that it is free of charge and easy to use. **Case 7** said that the main advantage of YouTube is that it is full of valuable information for him and that he is not forced by anyone to watch certain types of videos. Also, the fact that it is possible to watch YouTube at any time he finds beneficial as well. **Case 8** responded that YouTube is the most accessible media for music and educational videos in general. The page layout is also for the user easy to understand. **Case 9** also said that the layout is intuitive for the user and easy to use. **Case 10** responded that she finds beneficial the search bar on YouTube. Even though she does not know exactly the specific title of the video she seeks for, she types the keywords to the search bar and it offers her the video she wanted. **Case 12** sees the main advantage of YouTube in its content and that it is up to him which videos he decides to watch. **Case 13** responded that she enjoys the fact that there are several different types of videos to watch and that everyone finds what is best for him or her. **Case 14** said that he finds mainly the fact that it is visually beneficial. Concerning the disadvantages, **Case 2** mentioned that the only thing she finds unnecessary on YouTube is inappropriate content and also the fact that it is sometimes a place of bullying and hate. **Case 4 and 5** responded that as a disadvantage she sees mainly the clickbait videos (already mentioned in the paragraph concerning the criteria of videos). Another negative aspect **Case 4, 11 and 13** see in YouTube is the physical health of young people who are spending a lot of their time on YouTube. **Case 4** also mentioned that the fact the content of the video is not always censored might have a negative impact especially on younger audience. **Case 6** mentioned among the negatives of YouTube the product placement which frequently occurs in videos and might negatively influence the mutual trust between YouTuber and his or her viewers.

To conclude the YouTube chapter, it has shown that 67 % of the students prefer English language when watching videos on YouTube, however, it is obvious that in certain types of videos (such as funny compilation videos), the language is not what matters. The reason why that many students watch videos in English rather than in Czech might be the fact that Czech videos on YouTube do not have a long history in comparison to the English ones. The fact that there is a larger diversity in English videos might be another reason why English videos are more popular among the students. From the interview answers, it is visible that the most popular or the most watched types of videos among the students are music videos followed by funny videos. Ten cases out of fifteen answered that music videos are among their favourites or most viewed videos. Funny videos are favourites of five cases. Concerning their criteria of videos to

watch, the cases responded that usually, they have their favourites in subscription boxes or they watch what is recommended by YouTube. Other criteria are the numbers of views, likes and dislikes in the videos. Among the advantages students see in YouTube is the fact that time is not constraint for the users, they can use it non-stop and they can use it free of charge. Also, they find the diverse content beneficial as well as the logical layout of the page which makes it easy to understand and use. As the main disadvantages, they find YouTube time consuming.

### 3.6.4 English

The last category represents students' opinions about how YouTube develops their skills concerning English. The aim of the questions was to find out whether the students believe that YouTube helps them in any way with learning English, what are of the language they develop the most and how do they learn via YouTube. The interview questions concerning this area were of the following sort:

*IQ<sub>9</sub>: Do you feel that you are learning English while watching English videos on YouTube? Why?*

*IQ<sub>10</sub>: Which area of English language do you feel YouTube helps you to develop?*

*IQ<sub>11</sub>: How do you know you have learnt something?*

*IQ<sub>12</sub>: How do you evaluate YouTube as study material in comparison to textbook?*

In this paragraph, the forms of English students encounter on YouTube is described. **Case 1** responded that it depends on the source the English comes from. If he listens to a YouTuber whose main audience are young people or teenagers, it is obvious that he or she uses informal English with a lot of slang. On the other hand, if he watches the politics videos, he knows the English is usually very formal. **Case 2** said that the fact she enjoys those funny videos mainly, she gets to know the informal English. She also mentioned that she understands American English better than British, because she used to focus on the American videos more. Nowadays, she prefers British English videos for recognizing the accent better. **Case 3** mentioned that she enjoys the fact that on YouTube there is the contemporary English language, such as slang and vocabulary that is used among young people. She compares this with the vocabulary she encounters in textbook, but the aspect of textbook is described in the following paragraphs. **Case 4** said that on YouTube, there are the types of words which are not necessary the ones they learn in English, meaning vulgar vocabulary especially. **Case 5, 6, 9 and 12** mentioned

that on YouTube, there are people who post videos and are not native speakers of English which might influence the quality of the language. **Case 8** responded that because he watches documentary and entertainment videos, it gives him the possibility to get in touch with several forms of English, from formal to informal. **Case 10, 11, 13 14** said that they encounter mainly informal English on YouTube. Lastly, concerning the accents, Cases 2, 6, 10, 11, 12, 14 and 15 said that they understand English and American accents. Case 9 also understands Scottish English and claims that it is mainly because of YouTube. Case 13 also understands Australian English.

This paragraph deals with the aspects of English the cases develop the most via YouTube. **Case 1** responded that it is mainly the content of the videos he pays attention to, rather than learning English. However, the areas that he does develop are vocabulary, pronunciation and listening. In case of vocabulary, he responded that because of YouTube, he also gets to know the “trends” in the language, such as the slang the YouTubers use. **Case 2** also mentioned she develops mainly new vocabulary. Along with vocabulary, she adds that she has developed pronunciation as well. Considering **Case 3**, she mentioned that YouTube provides her with new phrases that she learns. By the term “phrases” she means frequently used questions and answers and also abbreviations that are used nowadays. **Case 4** mentioned that YouTube broadens her vocabulary in terms of specific areas connected to the types of videos she watches. She provided “cheekbone” as an example, because she watches make-up videos. She mentioned that this type of vocabulary is not usually taught in school. Besides that, she catches vocabulary from gaming videos as well. She responded that she learns the vocabulary best because she has it in context and easily applies it to her speaking. **Case 5** mainly develops vocabulary and listening. By listening and paying attention to the content of the video, he catches the most important words that are stressed during the video and thus remembers them. However, he also mentions that he pays more attention to the content of the video rather than to the language aspects. **Case 6** responded that she develops mainly vocabulary which is connected to “the ordinary way of speaking among the young people on YouTube”. Besides vocabulary, she also develops listening skills. As she said, during her years in primary school she considered listening as one of her weak skills. By watching YouTube videos, it has improved. Concerning **Case 7**, he responded that the areas he develops the most are speaking and listening. He said that by listening to the videos, he pays attention to what has been said and by that he memorizes the vocabulary and phrases that are said during the video and considers them important. He

especially focuses on phrases that express disagreement. Listening is what **Case 8** develops the most as well. He mentioned the several forms of English he usually listens to which are described in the chapter above. **Case 9** responded that he develops listening skills the best. He said that in English classes in school, the listening is what he is the best at. On the other hand, he mentioned that he does not develop speaking at all. **Case 10** said that she develops mostly vocabulary connected to phrases which are commonly used among young people nowadays and due to this fact, she also develops speaking skills. She mentioned that in school, she is able to produce language because of the phrases she has learnt via YouTube. Along with this, she also improved her listening skills mainly in listening activities in school. **Case 11** responded that vocabulary and phrases used by young people are what she develops the most by watching YouTube videos. She also said that in school, they learn a lot of vocabulary and phrases but most of them are not used in everyday contemporary English. Vocabulary and pronunciation are what **Case 12** improves the most by watching YouTube videos. He improves pronunciation especially by listening to music videos and paying attention to the lyrics. **Case 13** also responded that vocabulary and listening are the areas which she develops the most. **Case 14** also classified listening and vocabulary as his areas of the main development in English language. He said that he develops new vocabulary mainly from gaming videos on YouTube. Besides that, he also mentioned that he learns the vocabulary which is used nowadays by people who are the same age as him which he finds more useful than the vocabulary from his English textbook used in school. **Case 15** responded that her listening improved a lot at school and she claims that it is mainly because of videos on YouTube.

*Table 6 The most frequent areas of development*

<b>THE MOST FREQUENT AREA OF DEVELOPMENT</b>	
<b>AREA OF DEVELOPMENT</b>	<b>CASES</b>
Listening	C1, C5, C6, C7, C8, C9, C10, C13, C14, C15
Speaking	C7, C10
Pronunciation	C1, C2, C12
Vocabulary	C1, C2, C3, C4, C5, C6, C10, C11, C12, C13, C14, C15

This paragraph deals with the term “use of English” which appeared under the category called English. The researcher asked the students how they know they have learnt something from watching YouTube videos. The majority of the students responded that they are able to apply the vocabulary in real-life situations and in activities in school. **Case 1** responded that he knows he has learnt something by his pronunciation. He applies the pronunciation he has learnt via YouTube in his own speaking. The ability to pronounce the vocabulary is also what **Case 2** responded as well. She said that in school, she knows how to pronounce the vocabulary they learn because she has heard it on YouTube. **Case 3** mentioned that after watching the videos on YouTube she has caught the repeated phrases and is able to use them whenever she speaks in English. **Cases 4, 5, 7, 10 and 13** said that they use the phrases from the videos frequently in English classes as well. **Case 6** responded that she uses the phrases from the videos and she usually knows from which videos in particular. **Case 8** responded that via YouTube, he is able to use in everyday life the vocabulary he has learnt there. When he talks to someone in English, he applies the language acquired from YouTube. **Case 11** mentioned that since she has started watching English videos on YouTube she remembers specific vocabulary from these videos and applies them in English classes in school. **Case 12** responded that in English conversations in school, he applies the vocabulary learnt on YouTube. Along with that, via YouTube he has learnt that he has pronounced several English words incorrectly.

In this paragraph, the individual ways the students learn English via YouTube is described. **Case 1** responded that whenever he listens to music videos, he usually translates new vocabulary. He does that by having another tab open with translator. He also adds that it is problematic to translate the slang vocabulary which is used often in the videos. However, besides that **Case 1** also responded that he does not perceive it as active learning. He pays attention mainly to the content of the videos. **Case 2** said that she learns the vocabulary by repeating the specific one until she gets the pronunciation plus translating it. **Case 3** responded in the similar way as **Case 1**. She also translates the vocabulary especially from lyrics in music videos. **Case 4** responded that whenever there is a word in a video she does not understand and the content is important for her, she opens another tab and translate the word this way. Considering **Case 5**, he responded that he does not focus actively on the language and the fact that he might improve his English. He said that for him, it is mainly about understanding the content of the video. He adds that if there is frequently occurring word which he does not understands, it makes him translate it and remember it. **Case 6** described that whenever there

is a word which occurs frequently in the video and which she does not know, it makes her find the meaning of the word. **Case 7** claims that his English comes completely from self-taught. He said that he does not use subtitles when watching YouTube videos and does not translate the vocabulary. He said he understands the meaning of the words by being in context. **Case 8** responded that he does not do anything in particular for improving his English when watching YouTube videos besides translating unknown vocabulary. **Case 10** said that by watching the lyrics of music videos on screen makes it easy for him to immediately translate them. He also adds that if he is not sure about any grammatical issue, he searches for grammar videos where it is clearly explained. He said that by watching the large number of videos as he does, it automatizes the English for him and he sees the English used in real-life situations. **Case 10** besides remembering commonly used phrases does not actively learn English in any other way. The only thing **Case 11** does is that she watches the videos with English subtitles and whenever there is a word she does not understand, she translates it. **Case 12** mentioned that he does not feel he actively learns English via YouTube. He said that he would not enjoy YouTube if he did for learning English. He simply watches YouTube videos because he enjoys it. The only thing he does he translate unknown vocabulary from lyrics and learns how to pronounce properly the words. **Case 13** responded in similar way, she said she simply watches the videos for fun and does not try to learn any new vocabulary. She mentioned she enjoys the fact that she experiences different types of English accents by watching English videos on YouTube. **Case 14** and **15** translates new vocabulary.

The last paragraph deals with terms such as school, textbook and teacher. These three terms occurred mainly when the students were evaluating YouTube as a learning material in comparison to textbooks and the English classes at school. **Case 1** responded that he prefers the variety of English which is on YouTube and compares it to the school setting where all his schoolmates are of same nationality. He said that in his school, the students do not communicate with each other in English, that they prefer their mother tongue. He adds that in general, in his school, there is a low number of activities in which the students are encouraged to speak in English. For him, the textbook is the main source for grammar rules which he relies on the most, for the rest he prefers YouTube. **Case 2** said that the teacher explains grammar issues better in comparison to YouTube videos. On the other hand, she adds that they do not communicate with each other in English at all. To get in touch with spoken form of English, she prefers English YouTube videos. **Case 3** responded that for her, YouTube is beneficial for

understanding and learning informal English whereas the textbook is a valuable source for formal English. **Case 4** compared learning vocabulary from YouTube and from a textbook. She said that for her, learning new words via funny videos on YouTube is more enjoyable way in contrast to learning set of vocabulary from a textbook. **Case 5** mentioned that he does not pay attention to the language that much on YouTube, he pays attention to the content of the video. That is the reason why he prefers textbooks for systematic learning of English. However, he does emphasize the fact that in school, listening activities are not present most of the time. For this reason, YouTube helps him. **Case 6** responded that their textbook is of British English only, so that is why she finds the content on YouTube enriching. She also mentioned that because it is visually rich, the videos are often fun to watch and the language is not structured the same way as it is in textbooks, it is easier for her to remember the specific vocabulary or phrases she has learnt there. On the other hand, she classifies textbooks as credible source for learning English because of the qualified people who created them. Concerning textbook, **Case 7** responded that he does not use it at all. He prefers learning English via internet and movies and not the textbook, he finds the exercises in textbooks easy and boring. He mentioned that in school, all of what his classmates are doing is filling in exercises and not focusing on speaking activities at all. This he finds demotivating. **Case 8** said that the textbook gave him the basis he needed for being able to watch English videos on YouTube. He claims that in school, it is all about grammar and vocabulary, whereas he prefers more speaking activities and interesting topics to talk about. **Case 9** said that for him, the combination of a textbook and English videos on YouTube is ideal. He perceives YouTube as a site where he enjoys the time he spends there and does not associate it with learning. Whereas in school, thirty minute activities with a textbook considers “boring”. **Case 10** mentioned that she remembers the vocabulary from YouTube videos better than vocabulary from a textbook. She said it is mainly because YouTube provides her not only with audio, but also with visual support. **Case 11** responded that YouTube servers her as a leisure time activity in which she encounters English. She does not use textbook in her leisure time, she prefers English videos on YouTube. **Case 12** mentioned similar aspects as were already described. He said that he associates school textbooks only with fill-in exercises and picture descriptions. Besides that, he touched on the textbook being only in British English. These are the main reasons why he elevates the diversity of YouTube. **Case 13** and **14** responded that they do not use their textbooks in their leisure time whatsoever. They find textbooks “boring”, and prefer English videos on YouTube for encountering English in their

leisure time. **Case 14** responded in similar way, he also does not use his textbook at home, he prefers watching YouTube videos and playing computer games in English.

This last paragraph summarizes the English chapter. All of the cases mentioned that they encounter informal English on YouTube mainly because the language of the videos they watch is targeted towards young people. The cases also said that they encounter vocabulary which is used mostly among young people. The cases also mentioned that they are able to differ between English and American accents, while the American is the most covered on YouTube based on their opinions. Considering the area of English which they develop while watching English videos on YouTube, twelve out of fifteen cases agreed on vocabulary, following by developing listening skills. They claim they learn the vocabulary by paying attention to the content of the video and remembering the most used and important words or phrases they hear. However, they all stressed the fact that they do not intentionally learn the vocabulary, they just focus primarily on the content of the videos. All the cases agreed that they do not watch the videos primarily for learning English, they simply enjoy the videos for its content. In general, the cases translate new, unknown or frequently occurring vocabulary. The cases also agreed on the fact that whereas their textbooks cover the British English, on YouTube there is a variety of English accents they find beneficial. On the other hand, several cases claimed that they prefer the textbooks especially for grammar explanations.

### **3.7 CONCLUSION OF PRACTICAL PART**

The multiple-case study showed that YouTube does serve as a learning material for secondary school students. Based on the questionnaire, the outcomes proved that the majority of students do use YouTube in their leisure time, mainly by watching English videos on YouTube with music and fun videos being their most popular to watch. Based on the interview research, it has shown that usually students spend around two to three hours per day watching English videos on YouTube. However, the research has also shown that the students do not use the platform primarily for learning. The learning happens marginally and students primarily pay attention to the content of the video. Students spend their time mainly by watching music and fun videos from which they focus mainly on acquiring new and unknown vocabulary and proper pronunciation of those words.

It has shown that the main reason why the students spend a great amount of their leisure time on YouTube is because it is something that interests them. They acknowledge the content diversity of the videos and the wide range of English they encounter there. The research has also shown that among the other reasons why the YouTube network is that popular is because the students can use the platform without any time restraints and it is free of charge.

The areas of English the students develop the most are listening and vocabulary. The students agreed that their listening skills in school activities have improved since they started watching English videos on YouTube. Along the listening and vocabulary, the students also stress the diversity of English they encounter on YouTube. In comparison to their school textbooks, they agreed that those textbooks are mainly composed of British English, whereas on YouTube, they encounter different types of English, including slang, phrases and vocabulary used by young people nowadays which they consider useful and beneficial. On the other hand, several students agreed that for them, a school textbook serves as a foundation of grammar which they need to know in order to be fully prepared for watching English videos on YouTube.

The last issue to mention concerns the interpretation of the data obtained in the interviews. It might have happened that the researcher misinterpreted some of the student's responses, however, the researcher analysed the data systematically, carefully and thoroughly. The research findings might create other questions concerning this issue and thus be investigated in similar research.

## 4 CONCLUSION

This diploma thesis deals with the issue of YouTube as a modern social media platform and its role in students' life. The main issues which are discussed in the thesis are learning in the 21<sup>st</sup> century, online technologies, interest and YouTube as a popular social media.

First of all, the concept of lifelong learning was defined in connection to learning in the 21<sup>st</sup> century. It has been stated that the process of acquiring knowledge is based on new online technologies and that it requires the need to learn how to use them. Informal learning, as a form of lifelong learning, is defined in comparison to formal and non-formal learning. The special attention was paid to leisure time activities, based on the reasoning that informal learning happens mainly in these types of activities. In order to find out what role YouTube has in students' life, the term interest had to be defined. Interest has been defined as a mental resource for learning and as a form of one's motivation for learning. To be able to properly define YouTube platform, the issues of online technologies, personal learning environment and the concept of social media was introduced. Having unlimited access to the internet, YouTube offers wide range of learning material for students. In order to find out in which ways students use YouTube a case study approach was applied in the research part of the thesis.

The aim of the practical part of the thesis was to find out how students perceive YouTube and what role does it take in students' life. The participants were students of several secondary schools who agreed to be part of the research. Based on in-depth interviews it has been discovered that YouTube is a popular site among the students of secondary schools.

At the very start of the research, a questionnaire was set with the intention to find out the general student perception of YouTube and whether it really is a popular social platform. Based on the outcomes, 98 % of the respondents spend their leisure time activities by watching videos on YouTube and 41 % of them prefers mainly English videos, 32 % of them watch English and Czech videos on the same scales. The most watched types of videos are music and fun videos.

The research was conducted by interviewing fifteen cases representing secondary school students who agreed to participate in the research. The cases were viewers of English videos on YouTube. Based on the interview data, the outcomes are the following. The time students spend on YouTube penetrates between the minimum of an hour to the maximum of five hours per

day. They perceive YouTube as a source of fun, they spend their time on there because they consider it as a way of relaxing (listening to music) and finding useful information. For them, admirable is mainly the diverse content YouTube offers. Considering the content, they agreed that they find useful the fact that there are several forms of English, ranging it from the accents to forms of speech, such as informal and formal English. Interestingly, the researcher discovered that the cases do not perceive English videos on YouTube as learning material as such, they do not watch the videos with the intention to learn English and develop their English skills. They watch the videos mainly because they are interested in the content. However, the cases mentioned several learning strategies they do when they watch English videos. They mentioned that they usually translate unknown and new vocabulary. By hearing the vocabulary, they also learn the pronunciation of said words. Thus, what they develop by watching the English videos on YouTube are listening skills and the extent of vocabulary. Considering the content, it has been discovered that music and fun videos are the ones the majority of the cases watch the most.

## 5 RESUMÉ

Diplomová práce se zabývá moderní internetovou platformou zvanou YouTube a její rolí v samoučení se anglickému jazyku u studentů středních škol. Práce je rozdělena do dvou základních částí – teoretické a praktické části. Cílem teoretické části je definice konceptu celoživotního vzdělávání, zájmu jako jednoho z aspektů motivace při učení se anglického jazyka a definice YouTube jako moderní internetový server, který je využíván v rámci informálního učení se anglickému jazyku. Cílem praktické části práce je pomocí hloubkových rozhovorů se studenty středních škol zjišťovat osobní zkušenosti s daným serverem a jakou roli tento server skýtá při samoučení se anglickému jazyku.

Teoretická část je dělena do šesti hlavních kapitol.

První kapitola teoretické části se zabývá konceptem celoživotního vzdělávání. Celoživotní vzdělávání se stalo jedním z faktorů moderního života 21. století. Za moderní společnost se považují jedinci, kteří se neustále vzdělávají. Celoživotní vzdělávání má několik forem, jedná se o formální, neformální a informální vzdělávání. Jsou to typy vzdělávání, které nejsou vnímány samostatně, nýbrž které se mezi sebou prolínají. V této kapitole je také definováno formální a neformální vzdělávání. Formálním vzděláváním se rozumí to vzdělávání, které se děje v daných vzdělávacích institucích, je prováděno specialisty a vede k získání diplomů a kvalifikací. Neformální vzdělávání se koná vedle formálního vzdělávání, nevede ovšem k získání vyššího stupně vzdělání. Jedná se o vzdělávání v rámci pracovního zařazení nebo v rámci občanské společnosti.

Druhá kapitola teoretické části pojednává o informálním vzdělávání. Jedná se o druh vzdělávání, který se odehrává během každodenních činností jedince. I toto vzdělávání má své výsledky, které ovšem nejsou certifikovány. Mezi činnosti, které patří do informálního vzdělávání, se řadí četba, sledování televize a například také používání počítače. Jedním z hlavních faktorů informálního vzdělání je volný čas, který je definovaný v podkapitole této části jako čas strávený mimo pracovní povinnosti, životně důležité povinnosti (jídlo, spánek, hygiena) a mimo čas strávený s prací okolo domu.

Ve třetí kapitole teoretické části je představen zájem jako jeden z aspektů motivace při učení se cizího jazyka. Zájem je definován jako absolutní ponoření do nějaké aktivity, nějakého

předmětu nebo tématu. Hidi a Baird (2009) popisují dvě hlavní kategorie zájmu: individuální (dlouhodobý) a tzv. situační zájem. Situační zájem je definován v kontrastu dlouhodobého zájmu, jedná se o momentální zájem žáka, který nemá dlouhé trvání. Hidi a Baird také představují tři klíčové faktory, které dopomáhají k rozvoji zájmu. Jde o znalosti, pozitivní emoce a osobní hodnotu. Petty (2009) mimo jiné tvrdí, že jakmile mají studenti zájem o dané věci, snadněji se učí. Dále také tvrdí, že pokud se zaměřují na aspekty reálného života, mají možnost být aktivní, kreativní a učit se na základě příběhů specifických lidí, vzbuzuje to v nich větší zájem se učit. Také tvrdí, že pokud mohou žáci spojit obsah učení se svými vlastními zkušenosti, i v tomto případě se jejich zájem zvětšuje.

Následující čtvrtá kapitola se zabývá online technologiemi a jejich vlivy na informální vzdělávání. Kapitola začíná úvahou o učení se v 21. století. Anderson (Zounek a Sudický, 2012) představuje následující klíčové kompetence člověka, který žije v 21. století. Jedná se o komunikaci, kreativitu, kooperaci, kritické myšlení a technickou gramotnost. Hallyday-Wynes a Beddie (2009) tvrdí, že je v dnešním světě velká touha po znalostech a informacích. K této touze dopomáhají z velké části právě online technologie. Online technologie definují Zounek a Sudický (2012) jako soubor nástrojů a aplikací, které byly vyvinuty na základě a pro používání internetu. Další část této kapitoly se věnuje tzv. „digital natives“, kterým se rozumí ti lidé, kteří s novou technologií vyrostli a jsou jí obklopeni celý život. Předchůdci této kategorie jsou tzv. „digital immigrants“, kteří jsou ze starší generace a kteří se s novou technologií setkali v pozdějším věku. Mladí lidé, kteří vyrostli v prostředí online technologií se vyznačují jistými faktory. Jedná se o schopnost multitaskingu, preference vizuálních informací, preference interaktivních aktivy a učení na základě objevů. Předposlední část této kapitoly se věnuje tzv. „m-learning“ – mobilní vzdělávání. Jedná se o tu formu učení, která probíhá prostřednictvím mobilních zařízení. Výhodou těchto zařízení je mimo jiné i možnost bezdrátového připojení k internetu. Poslední část se věnuje jednomu z druhů online technologií, sociálním médiím. Jedná se o online služby, které poskytují komunikaci a sdílení informací. Komunikace probíhá mezi uživateli dané sítě. Sdílení informací může probíhat mimo jiné pomocí krátkých zpráv nebo formou videí. Mayfield (2008) představil sedm kategorií sociálních sítí. YouTube patří do druhu zvaného „content communities“, což v překladu znamená do komunit, které jsou zaměřeny na druhu obsahu.

V předposlední kapitole teoretické části je představeno sociální médium zvané YouTube. Jedná se o internetový server, jehož hlavní funkcí je sdílení videosouborů. Založen byl v roce 2005 a v posledních letech se těší velké oblibě svých uživatelů. V této kapitole je obsažena i základní terminologie vztahující se k dané síti. Představuje zde pojem „YouTuber“, což je člověk, který natáčí a sdílí svá videa prostřednictvím YouTube, a pojem „Subscriber“, v překladu odběratel, který odebírá kanály daných YouTuberů. Další část této kapitoly se věnuje obsahu videí na YouTube. Představeno je současných třináct populárních typů videí. Mezi tyto typy patří recenze videí, návody, vlogy (jedná se o sestřih okamžiků z běžného života YouTuberů), hrací videa (videa týkající se počítačových her), komediální videa, videa o nákupech a následném rozbalování produktů, dále potom „Tag“ videa (většinou krátká a vtipná videa, která mají stejnou obsahovou kostru, ale každý YouTuber vytvoří svoji vlastní verzi daného videa), videa o oblíbených produktech, vzdělávací videa, videa, která představují specifické sbírky daného YouTubera a v neposlední řadě videa řazena do zábavného žánru. Důraz je kladen i na hudební videa, která jsou nepostradatelnou součástí obsahu YouTube. V poslední části kapitoly jsou představeny seznamy kanálů, které skýtají největší počet zhlédnutí a odběratelů. Bylo zjištěno, že se jedná především o hudební a zábavné kanály.

Poslední kapitola shrnuje poznatky z teoretické části. Bylo zjištěno, že díky snadno přístupnému bezdrátovému internetu, dostupnosti mobilních zařízení a popularity sociálních médií, jeví se YouTube jako výhodná platforma pro získávání užitečných informací a inspirací, které uživatelé (především mladí lidé) často využívají.

Praktická část diplomové práce je rozdělena do sedmi hlavních kapitol.

V první kapitole je představen cíl výzkumu. Cílem bylo zjistit, jaké zkušenosti s YouTube mají studenti středních škol a jakou roli tato síť hraje v jejich zájmu při samoučení se anglickému jazyku. Na základě výzkumných otázek se jedná o kvalitativní druh výzkumu, který je popsán v následující, druhé, kapitole praktické části.

Pro tento typ výzkumu byla vybrána jako výzkumná strategie případová studie. Případovou studii se podle Švaříčka a Šed'ové (2007) rozumí podrobné zkoumání jednoho nebo několika případů a jejich následnému porozumění. Poslední část této kapitoly se věnuje právě popisu případů, kteří byli pro výzkum vybráni. Jedná se o patnáct studentů středních škol, kteří ve

svém volném čase sledují anglická videa na YouTube. Na základě vlastností výzkumu byla zachována anonymita studentů a škol, které navštěvují.

Třetí kapitola praktické části se věnuje popisu rozhovoru jakožto hlavní metodě výzkumu. Daných případů se výzkumník dotazoval pomocí polostrukturovaných rozhovorů.

Ve čtvrté kapitole je představen plán výzkumu a jeho pilotáž. Prvním krokem výzkumníka bylo vytvoření dotazníku, který měl za cíl zjistit, jak YouTube obecně vnímají studenti středních škol. Dotazníku se zúčastnilo 85 studentů. V dotazníku se zjistilo, že 98 % dotazovaných tráví svůj volný čas na YouTube a necelá polovina z nich preferuje pouze anglická videa před těmi českými, zatímco podíl anglických a českých videí je u 32 % dotazovaných rovnoměrný. Zbýlých 25 % preferuje pouze česká videa. Co se obsahu videí týče, nejčastěji studenti sledují hudební a zábavná videa. Co se týče časového aspektu, 47 % používá YouTube minimálně jednu hodinu denně. Studenti také odpověděli, že se na videa dívají převážně skrze mobilní telefony a notebooky. Tato kapitola je uzavřena popisem pilotáže rozhovoru.

Pátá kapitola popisuje způsob analýzy dat z rozhovorů. Data byla analyzována formou otevřeného kódování pomocí metody zvané papír a tužka. V této kapitole je představena tabulka s kategoriemi, které vznikly právě při kódování rozhovorů. Kategorie představují časové hledisko, zájem, aspekt YouTube a jeho význam pro angličtinu.

Šestá kapitola praktické části obsahuje čtyři podkapitoly, které se věnují interpretaci a analýzy dat z rozhovorů. Každá podkapitola se věnuje jedné již zmíněné kategorii.

První podkapitola se věnuje časovému hledisku studentů. Na základě odpovědí dotazovaných studentů se zjistilo, že většina studentů tráví svůj volný čas nějakým způsobem s angličtinou, ať už se jedná o sledování televizních seriálů, které ovšem sledují na internetu, ale mnohem častěji sledují anglická videa na YouTube. S angličtinou tráví dvě až tři hodiny svého volného času denně 60 % studentů. Zbýlých 40 % je rozděleno přesně na poloviny, kde první polovina tráví minimálně jednu hodinu denně s angličtinou a druhá polovina čtyři až pět hodin.

Druhá podkapitola zkoumá aspekt zájmu studentů při sledování anglických videí na YouTube. Bylo zjištěno, že většina dotazovaných studentů považuje YouTube jako zdroj zábavy, inspirace a informací. Video pro ně slouží jako odreagování a relaxace. Zdůrazněn byl i fakt, že si mohou sami vybírat, která videa chtějí sledovat. Za výhodné považují především to, že se

jedná o platformu, která je zdarma a časově neomezená. Oceňují především i širokou nabídku videí ke zhlédnutí.

Třetí podkapitola se zabývá převážně obsahem YouTube, který studenti vyhledávají. Na základě analýzy odpovědí bylo zjištěno, že 67 % studentů preferuje převážně anglická videa na YouTube, většinou z toho důvodu, že je hodnotí kvalitnější a důvěryhodnější, než videa česká. Za nejpoblárnější typ videí se považují hudební videa, které jsou následovány zábavnými videi. Videi si většinou studenti vybírají na základě odebíraných kanálů nebo v sekci doporučených videí. Dalším důležitým kritériem k výběru videí patří i počet zhlédnutí a počet udělení „to se mi líbí“. Jako výhody YouTube považují především již zmiňovanou širokou nabídku videí ke zhlédnutí, používání sítě zdarma a časovou neomezenost. Na druhou stranu zmiňují jako negativní aspekt především to, že na YouTube mohou snadno trávit velkou část svého času.

Poslední, čtvrtá, podkapitola se věnuje tomu, jaký význam pro angličtinu má u studentů YouTube. Studenti tvrdí, že na YouTube se setkávají převážně s neformálním typem angličtiny, a tudíž zároveň i se slovní zásobou typickou pro danou oblast. Je to převážně z toho důvodu, že sledují videa, která jsou zábavně cílena. Studenti také ve výzkumu zmínili, že díky anglickým videím na YouTube jsou schopni rozeznat různé typy přízvuků v angličtině, převážně britské a americké. Považují to výhodné především proto, že většina z dotazovaných studentů se ve škole setkává pouze s britskou angličtinou. Co se týče oblasti angličtiny, kterou studenti považují za rozvíjející se díky sledování videí, jedná se především o poslechové dovednosti a rozšiřování slovní zásoby. Avšak je pravdou, že studenti nesledují videa z toho důvodu, aby se aktivně učili anglický jazyk, ale především proto, že je zajímá obsah daného videa. Někteří ze studentů však aplikují různé učící se strategie, nejčastěji překládání neznámých a nových slovíček.

Sedmá kapitola praktické části se věnuje shrnutí poznatků z rozhovorů.

V úplném závěru práce jsou shrnuty celkové poznatky z teoretické a praktické části. Bylo zjištěno, že YouTube je velmi aktivně vyhledávána internetová stránka, na které studenti nejčastěji sledují hudební a zábavná videa v anglickém jazyce. Zároveň YouTube pro studenty slouží jako zdroj informací, které mohou ve svém reálném životě aplikovat. Pomocí anglických videí na YouTube si studenti zlepšují své poslechové dovednosti, díky kterým jsou schopni mimo jiné rozlišovat různé přízvuky angličtiny a zároveň si rozšiřují slovní zásobu.

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## 7.1 APPENDIX A – QUESTIONNAIRE

### STUDENTI STŘEDNÍCH ŠKOL A JEJICH VZTAH K YOUTUBE

Dobrý den,

věnujte prosím pár minut svého času vyplnění následujícího dotazníku. Jedná se o dotazník, který zkoumá vztah student středních škol k sociální platformě zvané YouTube.

#### Otázka 1.

Trávíte svůj volný čas sledováním videí na YouTube?

- a) Ano
- b) Ne

#### Otázka 2.

Kolik svého volného času na YouTube trávíte?

- a) Denně více než dvě hodiny
- b) Denně jednu až dvě hodiny
- c) Několikrát týdně
- d) Několikrát za měsíc
- e) Nesleduji

#### Otázka 3.

Anglická versus česká videa: která sledujete častěji?

- a) Anglická videa
- b) Česká videa
- c) Poměr je stejný
- d) Žádná

#### Otázka 4.

Jaké typy videí sledujete?

- a) Hudební videa
- b) Recenze produktů
- c) Vlogy
- d) Zábavná videa
- e) Vzdělávací videa
- f) Návody
- g) Hrací videa
- h) Jiná:  
.....
- i) Žádná

**Otázka 5.**

Přes jaká technická zařízení YouTube sledujete?

- a) Počítač
- b) Notebook
- c) Tablet
- d) Mobil
- e) Televize
- f) Žádná

## 7.2 APPENDIX B – INTERVIEW AGENDA

### Interview Agenda

Dobrý den, jmenuji se Nikola Peterová a jsem studentkou navazujícího magisterského programu Učitelství anglického jazyka. Momentálně realizuji výzkumnou část své diplomové práce na téma YouTube a jeho role v učení se anglického jazyka. Cílem výzkumu je zjistit, do jaké míry je YouTube důležitým učícím se materiálem pro studenty středních škol a jakou roli hraje zájem v dané problematice.

Z tohoto důvodu bych se Vás nyní ráda zeptala na několik otázek, které s touto problematikou souvisí. Pomocí rozhovoru bude možné zachytit Váš subjektivní úhel pohledu, který se týká YouTube a učení se anglického jazyka a jakou roli hraje zájem v dané problematice. Otázky se budou týkat především Vašich zkušeností, názorů a pocitů ohledně této problematiky.

Interview bude trvat přibližně 20 až 30 minut a po Vašem svolení bude nahráváno na záznamník. Získaný soubor bude sloužit pouze pro následnou analýzu a interpretaci dat a nebude nikde uveřejněn. V diplomové práci nebudou uvedeny ani jména respondentů s ohledem na citlivost získaných dat.

Souhlasíte s nahráváním interview na záznamník?

Pokud souhlasíte a nemáte žádné připomínky, můžeme přejít k jednotlivým otázkám.

## **ČÁST 1. – časové hledisko, zájem**

1. Mohl/a bys mi říct, jak trávíš svůj volný čas?
2. Mohl/a bys mi popsat, jakým způsobem se setkáváš s angličtinou ve svém volném čase?
3. Kolik času tomu věnuješ?
4. Myslíš si, že YouTube patří do sociálních sítí? Proč? Co je podle tebe sociální síť?
5. Co pro tebe YouTube znamená? Jak bys ho definoval?
6. Anglická versus česká videa: která sleduješ více/častěji? Proč?
7. Od jaké doby jsi začal/a sledovat anglická videa na YouTube? Co tě k tomu přimělo?
8. Jaké jsou příčiny toho, že tě YouTube baví? (pokud to zazní, jestli ne – zeptat se během rozhovoru)

## **ČÁST 2. – otázky týkající se obsahu YouTube**

9. Jak hodnotíš dostupnost YouTube? Je to něco, co si může každý dovolit?
10. Orientuješ se na YouTube snadno? Je to pro tebe srozumitelná stránka?
11. Jaká anglická videa sleduješ na YouTube?
12. Která z těchto typů videí u tebe převládají? (Proč?)
13. Podle čeho si vybíráš videa ke zhlédnutí? (Jaká máš kritéria?)
14. Máš svůj vlastní účet na YouTube?
15. Tvoříš videa na YouTube? Jaká?

## **ČÁST 4. – otázky týkající se významu YouTube videí pro angličtinu**

16. Máš pocit, že se pomocí anglických videí na YT učíš angličtinu?
17. Jakou oblast angličtiny ti podle tebe YouTube rozvíjí nejvíce? Proč? Díky čemu?
18. Jak poznáš, že ses něco naučil?
19. Jakým způsobem se tedy učíš?
20. Dokážeš posoudit, zda obsah videí/kvalita angličtiny, je správná? Díky čemu to rozeznáš?

21. Dokážeš rozeznat různé přízvuky angličtiny? Např. britská vs. americká? Myslíš si, že je to díky YouTube nebo díky něčemu jinému? Čemu?
22. Jak hodnotíš YouTube jako učební materiál oproti ostatním materiálům, které používáš? (Výhody x Nevýhody)
23. Když se celkově zamyslíš nad problematikou anglických videí na YouTube, mohl bys shrnout svůj názor v rámci toho, jak to dopomáhá s učením se anglického jazyka?

### **ČÁST 0. – obecná rovina, ke konci rozhovoru**

1. Kolik je ti let?
2. Jak dlouho se už učíš angličtinu?
3. Jakou navštěvuješ střední školu?

To je z mé strany vše. Máš ještě nějaké připomínky, popř. dotazy, které bys ještě rád/a zmínil/a? Pokud žádné nemáš, tak mi dovol, abych ti poděkovala za tvůj čas a ochotu zúčastnit se mého výzkumu. Tímto považuji interview za ukončené.

## 7.3 APPENDIX C – INTERVIEW SAMPLES

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T: Co děláš ve svém volném čase? Jak ho trávíš?

- 1 C5: Tak i přes to, že moc volného času nemám, tak volný čas <sup>leisure time</sup> trávím převážně tím, že chodím běhat nebo že si vezmu balon a jdu si na hřiště zakopat, protože už dlouho hraju fotbal. Volný
- 3 čas takhle trávím odpoledne a většinou večer, než <sup>time span</sup> jdu spát, tak si zapnu YouTube a sleduju videa.

T: Takže na YouTube se vlastně setkáváš i s angličtinou, jestli to dobře chápu.

- 5 C5: Tak převážně s angličtinou.

T: A když bys měl ještě shrnout to, jak trávíš čas v rámci angličtiny, kdy se vůbec ve svém volném čase s angličtinou setkáváš? Jsou takové chvíle?

- C5: Tak s angličtinou, když nedělám ten sport, tak se setkávám víceméně pořád, protože když
- 4 jsem na internetu, něco si hledám, tak si většinou informace hledám v angličtině, protože, ač to nezní úplně příjemně, ale těm českým informacím já moc nevěřím. Telefon mám nastavený
- 9 kompletně v angličtině, právě kvůli tomu, abych si zvykal na angličtinu, Facebook mám nastavený v angličtině, takže se snažím co nejvíc v tom anglickém světě pohybovat, i když
- 11 jsem v Česku, no.

T: Ty jsi zmínil už Facebook. Věnuješ se ještě nějakým jiným sociálním sítím v rámci volného času?

- C5: Tak ještě tomu YouTube, jak jsem říkal, to se taky dá považovat jako sociální síť. Teď
- 13 v období maturity jsem, nezrušil jsem si Instagram, ale přestal jsem na něho chodit, ale jinak jsem ještě chodil na Instagram a občas ještě Snapchat.

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T: Ty jsi zmínil, že i YouTube se dá považovat za sociální síť. Jak bys vůbec definoval, co to je sociální síť?

15 C5: Tak sociální síť bych definoval jako místo, kde se dá, kde se může sejít skupina lidí za určitým zájmem.

T: A jak bys definoval YouTube? Co to pro tebe znamená?

17 C5: Mm... Tak ono pojem YouTube se podle mě dost měnil v posledních letech, protože  
když jsem byl ještě na základce před pěti, deseti lety dejme tomu, tak YouTube fungoval,  
19 nebo já jsem se s ním seznamoval hlavně tak, že jsem si chtěl pustit písničku, takže jsem  
převážně kvůli tomu viděl YouTube. Vlastně až do druháku, prváku, jsem na tom nic moc  
21 jinýho nesledoval a přijde mi, že to byl zhruba ten rok, kdy začala ta éra zakládání YouTube  
kanálů, proslavení Goga a dalších YouTuberů. Takže do té doby jenom sledování písniček,  
23 poslední dobou už je to takový, že je tam plno dokumentů, a když se chci třeba pobavit nebo  
něco, tak si tam taky jdu nebo tak.

T: Dobře, na to se tě ještě potom zeptám, na jaké typy videí koukáš. Teď, když to porovnáš, česká versus anglická videa na YouTube, na jaká koukáš častěji?

25 C5: Určitě anglický. English vs Czech videos

T: Z jakého důvodu?

C5: Protože ta anglická komunita, tam vlastně se nejedná jenom o to, že by Američané a  
27 Britové natáčeli videa, ale vlastně i plno lidí, kteří nežijí v anglicky mluvících zemích, tak natáčejí  
ty videa v angličtině, protože jim to přináší víc peněz, ale já je sleduju kvůli tomu, že tím se  
29 rozšiřuje ten obzor vlastně, je mnohem větší nabídka těch anglických videí než těch českých.

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31 A většinou ty český, ještě jsem se nesetkal s českým, který by mi do školy nějakým způsobem pomohl.

T: Dobře. Teď se ještě vrátím zpátky k tomu, jak jsi zmiňoval ty typy videí, na které koukáš.

Mohl bys mi to nějak shrnout, ty typy, na které koukáš? Zmínil jsi písničky, dokumenty...

C5: ...Určitě písničky, <sup>types of videos</sup> dokumenty. Občas nějaké funny videa.

T: Funny videa – co si mám pod tím představit?

33 C5: Videá typu „If you laugh you loose“, nebo „I bet my kidney you will laugh“. Prostě kompilace těch vtipných Vinů.

T: A můžeš mi definovat Vine?

35 C5: Vine je krátké vtipné video, většinou se mi líbí v tom, že je spojovaný s tím, že tam někdo řekne něco anglicky, a to je potom na tom to vtipné. Takže se vlastně snažím rozumět tomu,  
34 co kdo v té angličtině řekl.

T: A který tady z těch typů videí, co jsi teď zmínil, u tebe převládá?

39 C5: Nejvíce jsem se zaměřil právě asi, když nepočítám ty dokumenty, na které občas koukám, tak asi spíše jenom ta vtipná videa přes ten večer. <sup>fun videos preference time span</sup>

T: Dobře. Můžeš mi ještě říct, podle čeho si vybíráš, na co se budeš dívat? Jaké máš kritéria k tomu, na co se budeš dívat?

41 C5: Já úplně jako kritérium před tím, než to zapnu, nemám. Protože tím, že se v poslední době docela rozjel clickbait, tak ... <sup>criteria for videos to watch</sup>

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T: Můžeš mi definovat clickbait?

43 C5: Teď jsme o tom měli přednášku ve škole zrovna. Takže vlastně: zajímavěj název,  
zajímavě vypadající obrázek, ale potom co to zapneš, protože ten obrázek jde nastavit  
45 manuálně, že jo, ten obrázek nemusí být součástí videa, tak potom zapneš video a zjistíš, že  
vůbec nic, ani ten název a ani obrázek nesouvisí s obsahem videa.

T: A ty jsi zmínil, že jste o tom měli přednášku ve škole – máte nějaké další přednášky, co se  
třeba týkají zrovna YouTube?

47 C5: Tohle to nebylo zrovna přímo YouTube, tohle bylo „Zvol si info“, a týkalo se to  
dezinformací médií.

T: Máš pocit, že se pomocí tady těch anglických videí na YouTube učíš angličtinu?

49 C5: Převážně podle mě z YouTube a v poslední době jsem si začal stahovat i filmy. Zkousím  
to i bez titulků poslední dobou, takže v mém případě jedině YouTube a ty filmy, protože  
Bridge (časopis) jsem přestal odebírat.

T: Takže jsi zmínil filmy, YouTube, co seriály?

51 C5: Tak seriály anglicky taky občas sleduju, ale ty teda rozhodně nesleduju na YouTube,  
protože YouTube má problémy s tím, že když to někdo nahlásí, že to tam je, tak z důvodu  
53 autorských práv je to zablokované.

T: A když to porovnáš časově, čemu se věnuješ víc? YouTube nebo filmům?

C5: YouTube.  
time span

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T: A máš nějaký důvod, proč to tak je?

- 55 C5: Právě kvůli tomu, co jsem říkal už jednou, že tam prostě je široká nabídka, hlavně v té *wide range of videos*  
angličtině. Dá se říct, že cokoliv potřebuju, ať už to je, že na telefonu nevím, jak se něco dá *practical information*  
57 najít, nebo jak se dá něco přepnout, nebo že mi začne blbnout nabíječka na telefon, tak si  
prostě napíšu na YouTube do toho vyhledávače anglicky heslo, například jakým způsobem si *YouTube advantages*  
59 opravit ten kabel a najdu si tři čtyři kvalitní videa, ze kterých to jde zjistit. *criteria for videos*

T: Takže máš pocit, že dalším typem videí, na které koukáš, jsou i návody?

- C5: Určitě. Vlastně cokoliv potřebuju, tak si myslím, že se na tom YouTube dá různě najít. *types of videos*

T: Další moje otázka je, jak poznáš, že ta angličtina, na tom YouTube, je kvalitní - správná?

- 61 C5: Když se tím někdo zabývá a kontroluje, tak to určitě zjistit může, ale myslím si, že já to  
tak nekontroluju ani nehledám. *passive learning* Mně jde o to, že slyším tu anglickou mluvu a ani třeba, i když  
63 poslouchám ty videa, *listening* tak ani nevnímám každé slovo v angličtině. Snažím se hlavně dávat  
pozor na ty slovíčka, která tam jsou zdůrazněná, a to je vlastně většinou smysl celé té věty, *vocabulary*  
65 tak jak nás to učili v angličtině. *school*

T: Tak mně řekni, jak poznáš, že ses něco naučil skrz YouTube.

- C5: Zvládnou to někdy v životě použít. *application use*

T: A vybavíš si potom třeba přesně to video, podle kterého ses to naučil?

- 67 C5: Ano. A když to ještě řeknu, tak, jak jsem teď říkal, praktický věci třeba do života, ale *practical information*  
třeba i, protože chci dělat grafiku na počítači, takže tutoriály, jak funguje Adobe Photoshop, *types of videos*  
69 Adobe Illustrator, tohle všechno. Díky tomu si myslím, že jsem se to dost naučil.

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T: Tak mně ještě řekni, jakým způsobem se učíš. Co děláš pro to, aby ses něco naučil?

Myslím tím anglicky z toho videa, jak třeba postupuješ? Nebo jestli vůbec nějak postupuješ?

C5: Jako abych zlepšil si angličtinu nebo abych se naučil něco z toho videa?

T: Myslím tím angličtinu, aby sis zlepšil. A nemyslím úplně cíleně, ale třeba nějaký postup, kterým zjistíš, že ses naučil nějaké nové slovíčko.

71 C5: Tak já to mám často spojený, jak už jsem mluvil o těch návodech. Tak často to mám spojovaný s tím, že tam mají to slovíčko napsané, oni ho přečtou, <sup>learning strategies</sup> já si to poslechnu. Víckrát  
43 si to vezmu, ale že bych záměrně sledoval anglická videa, abych si zlepšil angličtinu, tak tak to není. Já si fakt myslím, že díky tomu je širší rozhled ve světě, jsou širší ty možnosti.

T: Jakou oblast angličtiny ti podle tebe to YouTube rozvíjí nejvíc?

75 C5: Mmm... Tak určitě fráze, <sup>phrases</sup> třeba z těch Vinů, asi sem tam nějaké to slovíčko odborné, <sup>vocabulary</sup> zrovna třeba z IT tematiky.

T: Myslíš si, že máš ve škole i lepší poslech díky YouTube?

77 C5: Určitě. My ve škole v podstatě poslechy vůbec neděláme, tak že jinak bych si to vůbec nezlepšil. <sup>school</sup>

T: K tomu se ještě dostane. Mohl bys mi říct, jak bys ohodnotil YouTube oproti ostatním materiálům, které používáš, když se chceš naučit angličtinu? Třeba tu učebnici zrovna nebo filmy. Jaký jsou YouTube výhody a nevýhody?

79 C5: Výhody jsou přesně jak jsem říkal, je tam široká nabídka, můžeš si tam najít přesně to, co tě zajímá, na rozdíl od těch učebnic, které jsou zaměřené na určitá témata, která si myslí, že  
81 obecně zajímají ty děti. Na druhou stranu si myslím, že YouTube není úplně dělaný na to, aby <sup>disadvantages of YT</sup>

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tě tu angličtinu učil, je to spíš z vlastní iniciativy, že se to učíš tím, že chceš ty, a ne že tě  
83 k tomu někdo nutí. <sup>freedom</sup>

T: Když porovnáš ten čas, který strávíš v hodinách angličtiny ve škole a čas strávený doma s YouTube, jak to hodnotíš, co je pro tebe pozitivnější? V čem ty výhody vidíš a nevidíš?

C5: Já u sebe, já jsem se nikdy nesoustředil na to, že by mi YouTube zlepšoval angličtinu, já <sup>passive approach</sup>

85 jsem se spíš soustředil na to, že mě YouTube naučil něco praktického. Nesoustředil jsem se na to, že jsem rozuměl tomu, co mi říká, ale že jsem to pochopil a zvládl jsem to použít ve

87 škole, to, co vysvětloval. Takže pro mě si myslím, že je přínosnější hodina angličtiny. Tam se <sup>school</sup>

soustředím přímo na jazyk, kdežto u toho YouTube se nesoustředím tolik na ten jazyk, ale  
89 spíš na to abych to z toho, co hledám, něco pochopil. <sup>understanding</sup>

T: Dobře, takže tam je to v rámci toho obsahu spíš než jazyka, to, co sleduješ na YouTube.

C5: Ano, ať už to jsou ty návody nebo třeba ty Viny.

T: Tak to je ode mě skoro vše, ještě se tě zeptám na poslední tři otázky. Kolik ti je let?

91 C5: Je mi 19.

T: Jak dlouho se už učíš angličtinu?

C5: Od třetí třídy.

T: Jakou navštěvuješ střední školu?

93 C5: Aktuálně maturuju na gymnáziu.

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T: Na jakou vysokou školu se chystáš?

C5: Na informační technologie na Masarykově univerzitě.

T: Máš ještě nějaký komentář k tomu všemu, co tu zaznělo a rád bys to doplnil ještě?

95 C5: Důležité úplně ne, spíš, jestli můžu říct nějaké oblíbené kanály: co sleduju nejčastěji je třeba Geography Now, což je hodně známý a odebíraný kanál, který se zabývá celosvětově <sup>types of videos</sup>

97 všemi státy přes celou zemi, a potom z těch co točí vlogy...

T: Jak chápeš vlog?

C5: Já jsem to pochopil jako že to je na rozdíl od blogu, který je psaný na internetu, co se

99 komu kdy stalo, tak vlog, to v jsem pochopil, že je jako voice, že to není psané ale mluvené.

A tam je to třeba Logan Paul nebo KingBach.

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T: Mohla bys mi říct, jak trávíš svůj volný čas?

- 1 C6: Tak hodně často čtu knížky, potom trávím čas venku, chodím na procházky se svým psem a taky podstatnou část svého času trávím na počítači, sledováním videí, filmů nebo jen  
3 tak brouzdáním na internetu.

T: Mohla bys mně říct, jestli v nějakých aktivitách, které jsi teď zmínila, jestli se v nich setkáváš s angličtinou?

- 5 C6: Jo určitě právě na tom YouTube, kde poslouchám jak anglický písničky, tak třeba koukám na anglická videa. Nebo třeba sleduju filmy a v poslední době si je stahuju jenom v originále a pouštím si k nim titulky, buď český nebo anglický.

T: A zmínila jsi ještě knížky, ty čteš v češtině nebo angličtině?

- 7 C6: No zatím jenom v češtině, ale párkrát jsem se je pokoušela číst v angličtině, ale to jen pokud to je nějaká lehčí angličtina.

T: A zmínilas teda YouTube a že sleduješ filmy, kolik tak volného času tomu věnuješ?

- 9 C6: Záleží jak kdy, protože často třeba, když se učím, tak u toho poslouchám někdy písničky, takže jestli se to počítá do kupy všechno, tak třeba tři hodiny denně.

T: Dobře. A trávíš čas na sociálních sítích?

- 11 C6: Ano, trávím.

T: A kde třeba?

- C6: Na Facebooku, kde si píšu s kamarády anebo na Instagramu.

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T: A považuješ i YouTube jako sociální síť?

13 C6: Ano. *YT as social site*

T: Jaký prostředky používáš právě na navštěvování těch sociálních sítí? Jestli mi rozumíš...

Jestli třeba přes notebook, mobil, tablet...

C6: Většinou přes not'as nebo přes tablet, záleží, co je pohodlnější. *technical devices*

T: Jak bys ty definovala, co to je YouTube?

15 C6: Tak je to místo, kde ostatní lidé mohou uveřejňovat videa a ostatní se na ně mohou *relationship to YT definition*  
podívat, jsou tam různé návody, videa o hrách nebo písničky, že jo. Je to celkově místo, kde  
17 se střetává takováto určitá komunita lidí.

T: Dobře. Když si vezmeme anglická versus česká videa, která sleduješ častěji?

C6: Určitě na ty anglický. *English vs Czech videos*

T: Proč?

19 C6: Protože mi ti angličtí YouTuberi přijdou zajímavější, a je jich víc... To, co vyhledávám já *quality of the videos*  
na ty český scéně se moc neobjevuje nebo mi nejsou moc sympatičtí ti YouTuberi.

T: Od jaké doby sleduješ anglická videa na YouTube?

21 C6: Když mi bylo tak, já nevím, tak třináct. *time span*

T: Co tě k tomu přimělo?

C6: Sledovala je moje starší sestra, tak mě to zaujalo. *inspiration*

APRIL 25, 2017  
CASE 6

T: Jak bys ohodnotila dostupnost YouTube? Je to třeba něco, co si může každý dovolit?

23 C6: Jo určitě, každé, kdo má přístup na internet, tak se může dívat na YouTube. Ty videa tam jsou zdarma, i písničky. *advantages of YT*

T: Orientuješ se na YouTube snadno? Půjde ti to lehce srozumitelné?

25 C6: Jo. Na YouTube mám svůj určitý seznam lidí, na který koukám pravidelně a vždycky mi přijde upozornění na jejich nové video, tak se podívám. Pokud mě zaujme ten titulek nebo obrázek, tak se na to video podívám. Nebo taky na hlavní stránce, často je kolonka doporučeno, podle těch typů videí, na který se já koukám, tak si to tak prolisťuju, co mě zajímá, a pak se na to dívám. *advantage of YT* *criteria for videos*

27

29

T: A jaké typy videí sleduješ?

31 C6: Nejčastěji asi knižní recenze, protože to u nás na českém YouTube skoro nikdo nedělá, potom vlogy a občas i nějaký beauty videa. *types of videos*

T: Dobře, takže videa o knížkách, vlogy a beauty videa. Ještě nějaká sleduješ?

C6: Myslím si, že asi ne. Ještě možná ta hudba, co už jsem zmiňovala.

T: Který tady z těch typů u tebe nejvíc převládá?

33 C6: Hned po hudbě jsou videa o knížkách a vlogy, ty jsou tak nastejno. *video type preference*

T: Podle čeho si vybíráš, na jaký videa se podíváš?

35 C6: Musí mi ten člověk být sympatický, protože bych nesla dívat se na někoho, kdo mně prostě něčím vadí. A taky často podle těch videí, které mi jsou doporučeny už tím YouTube nebo třeba na doporučení sestry nebo kamarádů. *criteria* *Youtuber*

APRIL 25, 2017  
CASE 6

T: Máš svůj vlastní účet na YouTube?

34 C6: Ano.

T: Tvoříš sama videa na YouTube?

C6: Ne.

T: Máš pocit, že se pomocí YouTube a anglických videí učíš angličtinu?

39 C6: Jo.

T: Proč si to myslíš? Můžeš to nějak okomentovat?

41 C6: Často jsem se setkala už s tím, že jsem třeba použila nějaké slovíčko nebo frázi, a pak jsem přemýšlela nad tím, kde jsem se to vůbec naučila a vybavilo se mi to video, kde jsem to slyšela, takže tak. *use of English*

T: A jakou oblast angličtiny ti YouTube podle tebe nejvíc rozvíjí?

43 C6: Myslím si, že asi tu obecnou komunikaci mezi lidmi, protože jak často se dívám na ty vlogy, tak lidí se tam baví mezi sebou takovou tou běžnou konverzací, takže v tom pocítuju, že mám hodně dobrou slovní zásobu, i ty fráze znám. *communication*  
45 *vocabulary*

T: A máš třeba pocit, že i poslech ti to zlepšilo?

47 C6: Tak to určitě. Protože třeba na prvním stupni na základce, tak mi poslech dělal velký problémy, a teď skrz ty videa i písničky, to mi hodně pomáhá. *listening*

T: Ty jsi to už trošku zmínila, ale jak poznáš, že ses něco naučila skrz YouTube?

C6: Právě, že když to slovíčko použiju v praxi, tak si vybavím, kde jsem ho slyšela. *use of English*

APRIL 25, 2017  
CASE 6

T: A jakým způsobem se teda učíš ty slovíčka? Je to něco, co vnímáš, že se učíš nebo to ani nevnímáš?

49 C6: No třeba když se v nějakým videu často objevuje *learning strategies*, kterému nerozumím a mám pocit, že tam je podstatné, tak si ho vyhledám a potom, jak se tam často opakuje, tak si ho  
51 vštípím, takže si myslím, že tímhle vnímám, že se to učím.

T: Máš třeba ze školy naučené nějaké postupy, jak se učit přes tady ty videa? Nebo aplikuješ nějaké kroky, které děláte normálně ve škole?

53 C6: Asi spíš ne, ve škole spíš děláme to, že čteme nějaký *school* texty, takže to si myslím, že pak ani v tom YouTubu tolik uplatnit nemůžu.

T: Dokážeš posoudit, zda obsah těch videí nebo kvalita angličtiny, že je natolik správná, aby ses ji mohla učit?

55 C6: Teď jak už jsem starší, tak si myslím, že ano. Hlavně já sleduju lidi už delší dobu, takže o nich mám vytvořenou nějakou obrázek, vím, co od nich můžu tak čekat, takže si myslím, že to dokážu posoudit. Ale někdy to bývá celkem těžký, protože tam *English as lingua franca* jsou často lidi, kteří nemají  
57 angličtinu jako svůj mateřský jazyk a mluví třeba s přízvukem. Tak to si kolikrát říkám, jestli to slovíčko je správně nebo tam mají jenom nějakou svůj přízvuk, a proto tomu nerozumím.

T: To byla hned moje další otázka, jestli dokážeš rozeznat přízvuk angličtiny?

59 C6: To jo, dokážu poznat, jestli je někdo Angličan nebo Američan, ale ty různé přízvuky v Anglii třeba, to by mi dělalo problém.

T: Myslíš si, že to je díky YouTube?

61 C6: Určitě, nikdy dřív bych to asi nedokázala vnímat. *listening*

APRIL 25, 2017  
CASE 6

T: Takže třeba ve škole, když děláte poslech, tak...

63 C6: No, my ve škole se soustředíme jenom na tu britskou angličtinu, protože máme tak  
zařízený učebnice.  
*school, forms of English*

T: Když ohodnotíš jako učební materiál sama pro sebe s ostatními materiály, které používáš... jaké vůbec používáš ostatní materiály?

C6: Tak učebnice, co máme do školy. A to je asi všechno...  
*textbook*

T: A tak jak to hodnotíš YouTube? V čem vidíš výhody a nevýhody?

65 C6: No tak výhoda je určitě to, že je to zábavnější než učebnice. Mám tam hlavně i ten obraz,  
takže i díky tomu si vybavuju ty fráze... Ale přece jen ty učebnice, vydali je nějací  
67 kvalifikovaní lidé, takže ta záruka správnosti je tam větší, než je na YouTube. A právě jak  
jsme se bavili dřív o těch lidech, kteří nemají tu angličtinu jako materský jazyk, tak někdy  
69 můžou dělat chyby v té gramatice. Takže v tom jsou asi ty nevýhody spíš... Jinak je to  
zábavnější.  
*visual information*  
*textbook*  
*forms of English*  
*English as lingua franca*

T: Proč si myslíš, že je to zábavnější než učebnice?

71 C6: No asi proto, že tam je ten obraz, protože... nejsou tam takový ty strojený dialogy jako  
v učebnici. Třeba že jdu do obchodu... Na YouTube je to pokaždý něco jinýho.  
*textbook*  
*wide range of videos*

T: Je ještě něco, co bys k tomu ráda zmínila a považuješ to za důležité?

73 C6: Už asi ani ne... Možná jen že mi na YouTube vadí skryté reklamy. A i proto může ten  
obsah být těžce chápán v tom smyslu, že třeba ne všechno, co tam je řečeno, je pravda.  
*disadvantages of YT*

APRIL 25, 2017  
CASE 6

T: Dobře. Ještě něco bys ráda zmínila?

75 C6: Už ne...

T: Dobře. Tak moje poslední otázky. Kolik ti je let?

C6: 19

T: Jak dlouho se už učíš angličtinu?

77 C6: Od třetí třídy.

T: Jakou studuješ střední školu?

C6: Gymnázium

T: Na jakou se chystáš vysokou školu?

79 C6: Ještě přesně nevím, ale určitě něco v oboru biologie a chemie, možná lékařství.

T: Děkuji, to je ode mě vše.

## 7.4 APPENDIX D – LIST OF CODES

### Advantages of YouTube

C461, C4101, C623, C625, C726, C789, C822-24, C919, C985, C1025, C1049, C1081, C1271, C1334, C1363, C1370, C1465

### Authenticity

C222

### Availability of YouTube

C243, C623, C939, C1118, C1229

### Communication

C227, C365, C643, C843, C923, C992, C783

### Community

C112, C215

### Content of videos

C155, C529, C555, C579

### Context

C169, C360

### Criteria

C218, C335, C343, C427, C439, C540, C559, C626, C635, C745, C8137, C955, C1035, C1125, C1238, C1330, C1427, C1448, C1534

### Culture

C450

### Czech vs English videos

C213, C330, C419, C425, C525, C618-19, C732, C827, C929, C1015, C1119, C1126, C1219, C1224, C1318, C1413, C1517

### Definition/Perception of YouTube

C125, C122, C210, C321-28, C411, C615, C729, C817, C820, C920, C1011, C1110, C1215, C1313, C1361, C1410, C1514

### Disadvantages of YouTube

C119, C27, C453, C4126, C542, C581, C673, C1159, C1375

### Emotions

C118, C120, C148

### English as Lingua Franca

C315, C527, C656, C667, C982, C1254

### Forms of English

C770, C848, C976, C1252, C1351, C1435, C1445, C1456, C163, C234, C659, C849, C980, C1062, C1141, C1257, C1354, C1459, C1553, C161, C227, C355, C497, C1041, C1134, C1340

### Freedom

C583, C863

### Friends

C132

### Fun

C138, C218, C34, C386, C424, C435, C4104, C532, C863, C995, C1147, C1249, C1316, C1423, C1433, C1462, C1557

### Grammar

C188, C193, C862, C959, C1151

### Information

C144, C27, C311, C447, C456, C556, C920

### Inspiration

C316, C622, C920

### Interest

C143, C216, C473, C4110, C737, C740, C966, C1529, C1558

### Language Development

C194

### Learning Materials

C773, C990, C1358

### Learning Strategies

C17, C152, C226, C353, C480, C562, C572, C584, C649, C749, C754-59, C785, C845, C865, C925, C935, C969,

C1136, C1146, C1244, C1247, C1346, C1440, C1551,

C16, C488, C66, C752, C967, C1137, C17, C759, C866

### Learning Style

C1070

### Leisure time

C11, C21, C31, C41, C51, C61, C71, C81, C91, C101, C111, C121, C131, C141, C151, C13

### Leisure time with English

C15, C23, C44, C57, C64, C77-11, C82, C93, C103, C114, C124, C134, C137, C142-6, C153, C156

### Listening

C151, C167, C240, C440, C563, C661, C763, C847, C971, C1051, C1343, C1434, C1439, C1545-47,

### Native Speakers

C211, C236

### Popularity

C215

### Pronunciation

C158, C169, C228, C237, C1245-46

### Real-life

C35, C310, C567, C585, C949, C1265, C1274, C167

### Relaxation

C123

### School

C164, C1111, C211, C230, C371, C4102, C577, C587, C652, C662, C779, C786-88, C850-57, C987, C1040, C1053, C1131, C1143, C1149, C1340, C1431, C175

### Series

C15, C21

**Social Media**

C111, C413, C513, C612, C714, C722, C89, C913, C117, C1211, C139, C148

**Sources**

C160, C485

**Speaking**

C763, C971, C1045

**Teacher**

C182, C780

**Technical Abilities**

C4122

**Technical Devices**

C1113, C248, C387, C614

**Textbook**

C197, C2140, C388, C4112, C666, C671, C777, C858, C990, C1068, C1259, C1267, C1358, C1368, C1463, C1560

**Time Span**

C19, C128, C217, C312, C319, C49, C424, C53, C539, C69, C621, C724, C727, C736, C83, C829, C911, C927, C107, C1115, C127, C1223, C136, C1337, C1415, C154, C1522

**Types of videos**

C136, C220, C327, C339, C44, C421, C429, C532, C560, C596, C630-33, C737, C743, C87, C831, C833, C924, C947, C953, C1031, C1123, C1152, C1232, C1325, C1418, C1424, C1526, C125, C96, C117, C216, C319, C456, C519, C64, C1322, C143

**Understanding**

C589, C760

**Use of English**

C143, C153, C191, C368, C493, C566, C648, C765, C8141, C1043, C1058, C1139, C1250, C1345

**Vocabulary**

C141, C194, C224, C341, C45, C459, C478, C487, C491, C564, C575, C1040, C1130, C1246, C1343, C1434, C1528, C1547

**Younger Viewers**

C465

**YouTube as Social Media**

C113, C29, C415, C513, C613, C712, C716, C812, C916, C109-15, C1112, C1212, C1311, C1512

**YouTube development**

C517

**YouTube Diversity**

C523, C672

**YouTube vs Another Media**

C110, C37, C554, C551

**Youtuber**

C634, C654, C921