Filozofická fakulta
Faculty of Arts

Jihočeská univerzita
v Českých Budějovicích
University of South Bohemia
in České Budějovice

POSUDEK OPONENTA DIPLOMOVÉ PRÁCE

Studijní obor: **Učitelství anglického jazyka a literatury pro střední školy**

Název práce: *Using Video for Teaching Grammar within English Language Classes at Secondary School*

Autor/ka práce: **Bc. Tereza Demjaničová A17207**

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Oponent/ka diplomové práce: **Mgr. Helena Lohrová, Ph.D.**

Stručná charakteristika práce / Short characteristics of the thesis

Tereza Demjaničová´s MA thesis explores the potential of using video to teach grammar in EFL/ESL secondary-school classes. Prior to addressing the issue of teaching English grammar and using video as a didactic tool, Tereza firstly frames her research enquiry by characterising the socio-cultural context of contemporary learners of English. She explains the role visual stimuli plays in the lives of the young generation (Generation Z) and in how it impacts both on their dispositions towards language learning as well as on their expectations of what constitutes a worthwhile language input. This understanding creates a bedrock for the subsequent discussion as the real challenge of using video to teach English to the contemporary Gen Z learners is in establishing the immediate relevance of the video input and the purposefulness of its associated learning activities.

As part of the theoretical frame, the author sets out the benefits and drawbacks of using videos in the classroom, the types of videos that may be exploited for language learning/teaching, the methodological principles of working with the video technology and its incorporation into an English lesson.

The element of teaching grammar through the use of video is conceptualised by outlining language teaching methods used to teach grammar. Here the diachronic perspective is informative and interesting; the presentation of more contemporary methods, including Communicative Language Teaching, Task-based Language Teaching and Competence-based Language Teaching, then refines the understanding of how video may fit with the teaching/learning objectives of each teaching method respectively.

The practical part of the thesis lists a range of video resources Czech EFL/ESL teachers may tap into. The resources are commented on in terms of their focus, aims, and the applicability of videos in the classroom context. A practical demonstration of how to incorporate a video into a lesson using students' coursebook is also contained, supplemented with suggestions of technical adjustments that may prove necessary to enable teachers to use videos effectively and with subtitles when appropriate. This part also reviews a range of activities that may be used for the motivation, presentation, and practice stages of teaching grammar. Finally, a detailed lesson plan is offered illustrating how videos can be integrated into the overall lesson structure to both teach target grammar and facilitate the learning objectives.

Celkové zhodnocení / Overall assessment

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The thesis has achieved its objective: as a teaching-oriented project Tereza has produced a well-researched discussion of aspects that are to be considered when using video to teach grammar in EFL/ESL secondary-school classes. The thesis structure is clear, the overall length and depth of the material are appropriate to an MA thesis.

I particularly value the time Tereza has taken to conceptualise the different aspects of using video for the purposes of language learning/teaching. This theoretically important frame creates a necessary pedagogic baseline and prevents the more applied part of the thesis from coming across as spasmodic, not following a clear pattern, which is clearly not the case. A further contribution is in
Tereza´s effort in expanding the theoretical frame by compiling a useful review of video teaching resources. She also assesses these with respect to teaching grammar, and further discusses the merits of each when implemented via different video teaching activities. Tereza´s presentation of the topic and of all materials selected to underpin the debate is thus very practical, potentially providing a useful resource to any practicing EFL/ESL teacher who is considering incorporating video as an effective tool of language instruction.

The overall level of expression is very high, the core messages are always clear, and writing is to the point. Apart from a few inconsistencies in the thesis abstract, a couple of typos or the wrong use of other vs. another as in "each of them brings other assets to the classroom" (p. 18) and "Another definitions view grammar as" (p. 23), I did not determine any major deficiencies in this, in my view, solid and highly informative submission.

I do recommend the thesis for defence and I propose the evaluation "excellent" (výborně).

Areas for discussion:

1) What aspects of video use for the purposes of teaching grammar do you see as most demanding and potentially jeopardising for young teachers?

2) As you yourself already have working experience of teaching English at Gymnázium Aš, why would you say it is important to seek alternative ways of teaching grammar to contemporary learners?

Práci **doporučuji** k obhajobě.

Navrhovaná klasifikace: **výborně**

_____   _____
Datum   Podpis