



POSUDEK VEDOUCÍHO 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**

Vedoucí diplomové práce: **Mgr. Alena Prošková, Ph.D.**

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

Short characteristics of the thesis

The presented MA thesis deals with the possibilities of using video to teach grammar within English language classes at a secondary-school level. The thesis is introduced by comprehensive characteristics of contemporary students belonging to so-called Generation Z whose treatment of information and learning style is heavily influenced by constant use of communication technology, social networks, the Internet and different media - video included.

The first section of the theoretical part treats video as a means of foreign-language education; it provides basic typology of videos suitable for educational purposes and their sources, and it describes the basic methodological principles, as well as major benefits and drawbacks connected with the use of video within foreign language classes. Section 2 of the theoretical part focuses on both synchronic and diachronic description of methods used for teaching grammar. It also includes a thorough specification of the stages in foreign language grammar teaching, comprising a systematic commentary on the possibilities of using video within each of them.

The first section of the practical part comprises a presentation of selected web pages providing videos which are suitable for different stages of EFL/ ESL grammar teaching as presented in the theoretical part. The second section of the practical part offers a detailed lesson plan showing how videos can be used systematically to adapt the overall lesson structure, in parallel with particular activities focused on grammar teaching included in a typical contemporary English textbook. The practical part also includes a chapter on useful technical adjustments, enabling teachers to work only with selected video extracts or to add subtitles.

Overall assessment

Although the subject of the thesis may seem trivial and fully exhausted by a great number of students' theses and specialist ELT publications dealing with using video for English language teaching, Tereza succeeded in presenting the topic from a new perspective through narrowing it down to the specific usage of videos for grammar teaching. She also presented a new significance of video in relation to specificities of the contemporary generation of *Gen Z* or *Digital-Native* learners of English at secondary schools. The overall structure of the thesis is clear and logical. The language is readable and coherent and the layout of the thesis meets the formal requirements. The contents of both the theoretical and practical part are well balanced. The thesis fulfilled the expected objectives with only one minor exception: the author was expected to apply the lesson plan (based on systematic use of video for grammar teaching), as presented



in the practical part of the thesis, to her own teaching at a selected secondary school and subsequently evaluate its effectiveness in comparison to a more traditional set of activities based solely on working with the textbook. Instead, she based the final discussion on the findings from the theoretical part and on her previous personal experience of teaching at Gymnázium Aš where she worked from 2017 to 2018 using similar but not entirely identical video-based activities. I do recommend the thesis for defence and I propose the evaluation "excellent" (výborně).

Práci **doporučuji** k obhajobě.

Navrhovaná klasifikace: **výborně**

4. června 2020

Datum

Podpis