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Zásady pro vypracování

Bakalantka ve své práci bude zjišťovat jakou roli a funkce má YouTube při učení se anglickému jazyku u studentů učitelství anglického jazyka. V teoretické části vymezí širší kontext pojetí učení se anglickému jazyku z hlediska sociálního konstruktivismu a pojetí motivace v tomto přístupu. Dále vymezí YouTube jako materiální didaktický prostředek a jeho potenciální výhody při učení se anglickému jazyku. V praktické části pak prostřednictvím dotazování bude zjišťovat kdy, proč a jak tento prostředek studenti využívají pro studium anglického jazyka.

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ANNOTATION

This bachelor thesis deals with an online social media called YouTube and its use as a tool for learning. It is divided into two parts – theoretical and practical. The theoretical part of this work focuses on learning from the point of view of social constructivism, how motivation is one of the important parts of the process of language learning, the specifics of learning a second language and the difference between learning and acquisition of language. In the last section of the theoretical part YouTube as a learning tool is introduced. The practical part consists of an interview of multiple cases, which aims to find out why, how and when do University students of English for Education use YouTube as a learning tool.

KEYWORDS

YouTube, second language learning, social constructivism, motivation

ANOTACE

Tato bakalářská práce se zabývá online sociální sítí YouTube a využití této sítě jako moderního materiálního didaktického prostředku. Práce je rozdělena do dvou částí – teoretické a praktické. Teoretická část se zaměřuje na učení z pohledu sociálního konstruktivismu, představuje motivaci jako jednu z důležitých částí učení se cizímu jazyku, uvádí specifika při učení se cizímu jazyku a rozdíl mezi učením se a osvojováním si cizího jazyka. V poslední sekci teoretické části je YouTube vymezen jako moderní didaktický prostředek. Praktická část představuje případovou studii, ve které proběhl rozhovor s univerzitními studenty učitelství anglického jazyka.

KLÍČOVÁ SLOVA

YouTube, učení se druhému jazyku, sociální konstruktivismus, motivace

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1 Introduction

This bachelor thesis concerns with the YouTube website and its role as a modern tool for learning English as a second language. The main aspects of this thesis are social constructivism, motivation, specific features of language learning and the already mentioned YouTube as a learning tool. The thesis is divided into two parts – theoretical and practical.

The theoretical part of this thesis is further divided into three more parts. The aim of the theoretical part is to introduce a model of psychology of learning, English language learning, and how modern technologies, for this thesis it is YouTube, can be used by the student's as a tool for language learning. The first part concerns with psychology of learning, it very briefly introduces behaviourism and cognitive psychology as essential models for the ones that followed them, including social constructivism, which is described in more detail, as it's the core model of the thesis. When the model of social constructivism is introduced, it follows by a model of motivation based on social constructivism, as motivation, together with other aspects such as intelligence or memory, is considered to be one of the most important elements of learning. Therefore, not only is motivation introduced from the point of view of social constructivism, but also its role in language learning is presented. The psychology of learning is followed by the second part of the theoretical part, which is English language learning. This chapter focuses on the various specifics of language learning, as it is quite different and unique from "regular" learning. It shows the difference between second language acquisition and learning, and describes the communicative language competences, as a key aspect of language learning. The last part is focusing on modern technologies as learning tools. It introduces the YouTube website, states some of the reasons why is this website used as the main tool for this thesis and how does YouTube work as a learning tool.

The practical part of this thesis is a qualitative research, which focuses on interviewing multiple individual cases. The interview is based on the theoretical outcomes of this thesis. The cases for the study are University students of English for Education which were chosen by intentional selection. The aim of the research is to find out why do the students use YouTube as a learning tool, how do they work with it and when, in terms of English language learning. The first part of the practical part focuses on research background in which the definition of qualitative research is introduced together with the definition, description and selection of the cases for the

study. The second part presents the definition of interview, which is the research method used in the thesis, followed by the research plan and the piloting phase. The last part of the practical part describes the interview categories, which were created to help the researcher with the final evaluation and analysis of the interview outcomes.

2 THEORETICAL PART

2.1 Psychology of learning

Psychology of learning is a topic which has been now studied for decades and the number of various models, or development of the already existing ones is ongoing. However, this thesis focuses on one particular psychological approach to learning, that of a social constructivist. For the purpose of giving a very brief background to the subchapters which follow, the views on learning of two fundamental psychological models, behaviourism and cognitive psychology are briefly introduced. Both of these approaches were very significant for the development of the psychological studies and gave foundation to the ones which followed, including social constructivism.

The first one to be mentioned is behaviourism. When speaking about one of the first and very well-known psychological approach behaviourism, Williams and Burden (1997, 8) explain that behaviourist approach has its base in the early learning theorists, and it does not consider the fact that learning does not occur in a strictly staged environment and collected the data solely from the observed behaviour, without considering what is going on inside the mind. This shows that behaviourism really only considered what could be observed on the surface, without giving it any deeper dimension.

On the contrary there is cognitive psychology. And cognitive psychology as described by Brown (2006, 6) is „most critically based on the idea that we are like a computer when processing information and have an input, storage and retrieval function“. This suggests, that human brain works as a complex machine with several layers, and multiple factors need to be considered when studying how people learn. Williams and Burden (1997, 13) further add that it concerns with brain and the way mental processes work, such as memory, intelligence, or motivation, which are considered to be the crucial elements affecting the way in which people learn. These summarized features of the two models show the huge shift from the first

mentioned behaviourist approach, in which the processes of the human brain were not important, and cognitive psychology gave a whole new perspective to the study on how and why people learn.

Having mentioned these core models of psychology and the way learning is approached in them, the following subchapters introduce a social constructivist model of psychology of learning. After that the already mentioned motivation as a crucial part of the learning process is presented, first its definition based on the social constructivist model, and then its further description in relation to language learning.

2.1.1 Social constructivism

Social constructivism belongs to the psychological "group" of constructivist approach. Constructivist theories are then heavily based on cognitive science, which contains other disciplines, such as philosophy or linguistics, or the already mentioned psychology (Pritchard 2008, 17). Constructivism as a whole then consists of two models, the first being radical constructivism, which is briefly introduced in the next paragraph as a contrast to the second and main focus of this subchapter – social constructivism.

The main figure connected with radical constructivism is philosopher Ernts von Glaserfeld, who claimed that „knowledge is not passively received but actively built up by the cognizing subject “(von Glasersfeld 1989, in Pritchard and Woollard 2010, 8). In other words, each person’s learning is very individual, because it is built up around their already existing knowledge. Moreover, Pritchard and Woollard (2010, 9) add that the core belief of radical constructivists is that people build their individual view of the world alone, unlike social constructivists who claim that what people learn and know is based on interactions with other people.

Social constructivism, as its already stated in the previous paragraph, is based mainly around interactions with people. Pritchard mentions two main proponents of this constructivist branch – “ Vygotsky, a Russian whose work was carried out at the start of the twentieth century but not widely available in the West until many years later; and Bruner, an American publishing his work in the second half of the twentieth century „ (2008, 24). These two psychologists developed the theory of social constructivism and gave it its basic form, which is now described by many authors.

Williams and Burden (1997, 43-44) describe it as a model, which sees learning as a process that never takes place in isolation, thus is based on the importance of environment and context (by this they mean, for example, trust and belonging, the wider social and physical environment or the cultural setting etc.) within which the learning takes place. This statement is further supported by McMahon (1997) who says that unlike behaviourist approaches, which claim that learning is context independent, social constructivist approach sees the context of learning as central to the learning itself. Pritchard and Woollard (2010, 7) add that “effective and lasting learning takes place for the individual when engaged in social activity with a range of others, when in a social context and when new or repeated sensory input (e.g. words, pictures, music, stories and much more) is related to pre-existing knowledge and understanding,, . To sum up, social constructivism takes as a key aspect for learning the already existing knowledge of each individual person, and how this knowledge is further developed based on the persons surroundings, interactions and repeated sensory inputs.

In addition, Vygotsky also developed a social constructivist theory called the Zone of Proximal Development (ZPD). In this theory he claims, that there is only a limited scale of what learners can learn by themselves without the help of others. If there ought to be a greater progress in one’s development of knowledge or mastering in the learning, a help of more knowledgeable other is necessary in order to provide guidance and support, which will make the progress possible (Vygotsky 1978, in Pritchard and Woollard 2010, 15). Who is considered to be a more knowledgeable other depends on the context, in school we usually speak about the teacher, in this thesis it is the content on the YouTube website, which is discussed in chapter 2.4. Moreover, guidance and support are closely connected to motivation of the student to learn, which is further discussed in the next subchapter.

2.1.2 Definition of motivation based on social constructivism

Motivation is considered to be one of the most important factors for successful and long-lasting learning, mainly due to the fact, that it is more likely for people to remember something if they want to learn about it (Williams and Burden 1997, 111). Of course, the theories and models vary based on the different focus of motivation (adults, children, learning, work, etc.) and individual psychological movements. This subchapter focuses on motivation from the point of view of learning and social constructivism.

In behaviourism, motivation is seen mainly as extrinsic, because people behave based on the negative or positive inputs around them. Cognitive psychology sees it as intrinsic, based on the learner's internal drive. And social constructivists describe motivation as heavily based on both, extrinsic and intrinsic. Since social constructivism is based on interactions with people around us, there is a sense of approval and recognition from them, which makes the motivation extrinsic. On the other hand, since social constructivists also base the process of learning around the learner's already existing knowledge and experience, the internal drive is important in order to understand and promote the learning process (Berkeley Graduate Division 2020).

A model of motivation based on social constructivism may be constructed as:

- a state of cognitive and emotional arousal,
- which leads to a conscious decision to act, and
- which gives rise to a period of sustained intellectual and/or physical effort
- in order to attain a previously set goal (goals)

(Williams and Burden 1997, 120)

Williams and Burden (1997) further comment, that arousal can be triggered by either internal forces, such as curiosity, or by external influences such as another person or event. No matter what the stimulus might be, it leads the learner to make conscious decision to act in a way which allows them to achieve their goal (goals). They also say, that once this process begun, it is important to persist in order to achieve the goal, and all these steps rely on each individual's environment and situation. Based on this we can say, that motivation is a very complex and personal process which consists of various different factors within the individual's actions (intrinsic), such as interest, and outside of them (extrinsic), for example, influence of other people. For social constructivists, these two factors are inevitably linked to each other and neither can be completely omitted.

To sum up, social constructivism views motivation as a process which is based on the learner's individual need to develop his or hers existing knowledge, and this need is to a certain extent influenced by both extrinsic and intrinsic drive of the learner. Nonetheless, both of these factors are equally important, and neither can be omitted, even if one predominates the other. This definition is applicable for any type of learning, no matter the subject or purpose. However, the topic of motivation is further described specifically in terms of language learning in the following subchapter.

2.1.3 Motivation in language learning

When the term motivation or motivation in learning is described it is usually, as already mentioned in the previous subchapter, connected with the person's/learner's drive to achieve a goal, which they either set themselves or somebody else set for them, and later persist with it. It is also important to mention, that the topic of motivation is very wide and very complex, and since every person is unique and different, it is almost impossible to create one model of motivation, which would be applicable to everyone. But when speaking about motivation in language learning, it no longer concerns only the learners, but also the specific language that they want to learn and their relationship towards it. The specifics of motivation in language learning are presented further in this subchapter.

Dörnyei (2001, 13) says, that the core difference for motivation in language learning is, of course, the language. He claims, that language cannot be seen as a solely communication tool with a specific set of grammar and vocabulary and supports this claim with the words by Gardner, (1979, in Dörnyei 2001,14) who wrote some very influential works on this topic and who says that “foreign language is not merely an ‘educational phenomenon’ or ‘curriculum topic’ but also a representative of the cultural heritage of the speakers of that language“. These claims show, that being motivated to learn another language goes beyond the surface of only theoretical learning and reaches deeper into the culture of the language and the people who speak it.

One of Gardner's (1985, in Williams and Burden 1997, 116-117) well-known works in this field is his distinction between integrative and instrumental orientations (orientation shows the reason why someone is studying the language but is not the same as motivation) in motivation. Integrative orientation means, that someone is studying the language because of love and appreciation for the culture which the language represents. It is therefore also very closely linked with the person's attitudes towards the community of people who speak the language. On the other hand, instrumental orientation is closely linked with extrinsic motivation, and it means that the learner's drive to learn the language comes from external goals such as passing exams, getting approval from other people or promotion in work. Oroujlou and Vahedi (2011, 996) further add that “Instrumental motivation is often characteristic of second language acquisition, where little or no social integration of the learner into a community using the target language takes place, or in some instances is even desired.” It is possible to say, that based on

these orientations in motivation, the learners drive is either the overall socio-cultural relationship towards the people and countries which speak the targeted language, or the complete opposite, which is learning the language in order to satisfy some external influence.

However, Dörnyei (2001, 19-21) brought a new element into this distinction called a process-oriented approach. With this approach he brought a more dynamic view on the topic of motivation in language learning, and he claims that learning a second language is not a stable process but rather an ongoing unstable curve which changes based on various factors such as the person's environment or a type of activity which can be more or less suitable for the learner. He further adds, that the shift in motivation can change with time, which means that the longer people learn the language, the more/less interested they are in it, based on their overall relationship towards the language as mentioned earlier.

To conclude, motivation in language learning, is predominantly based on the person's orientation in motivation, which is distinguished based on the relationship towards the language in general. Moreover, the motivation in language learning shifts all the time depending on the current contexts and environment of the learner. With some background on the topic of motivation and language learning, the next chapter focuses specifically on learning a second language, what are some of its features, what is second language acquisition and how communicative language competences define language.

2.2 English language learning

Learning a second language is very different from the way people learn their first or the so-called mother language. As Lightbown and Spada (2006, 29) mention, the way in which people learn their first and second language differs mainly in the characteristic's and the environment in which the learner occurs during that time. This means, that in majority of cases people learn their first language from their parents or the people who raise them in a very young age and through the process of hearing and being surrounded by the language all the time. However, how a second language is learned and what are the specifics of it is described in the following subchapters.

2.2.1 Specific features of second language learning

The characteristic feature of second language learning, compared to first language, is the fact that the language is learned on purpose. As Harmer (2008, 50) says, some people are capable of learning a second language or as he says "pick up" a second language, even though they do not attend any type of English class, but only through, for example, living in a certain country or often being in touch with the people who speak the foreign language. However, he also points out, that it is unlikely for the person to actually properly master the language and it is considered to be closer to a first-language acquisition, than it is to study the language in a classroom. Therefore, only the learning of the language, in which the learner is studying the language on purpose is mentioned in this thesis.

Although, first and second language learning are very different, the influence of the first language when it comes to learning a second one is inevitable. In fact, the way in which people learn their mother tongue helps them later on when adopting the second language. Bates and MacWhinney called this the "Competition Model" and it is a theory which explains how the learning of a first language may affect the learner when studying another language. (Bates and MacWhinney 1989, in Cameron 2001, 14). Cameron (2001, 14) then describes this model as one in which "different languages have different ways of carrying meaning, and the particular ways in which a language encodes meaning act as "cues" to interpreting the meaning of what is said". As an example of a cue she mentions word order. If the learner is able to identify for example the subject and object of a sentence, it is easier for them to identify who is acting and on what. In other words, people learn the second language through creating different associations from their mother tongue and this way making more sense in what they learn. It is, therefore, more likely for a person to learn a language, if they create a "relationship" with the language that they want to learn, or even if they start learning the language, because of their already existing relationship towards it.

Moreover, learning a second language was also mentioned in a seminar paper by Robert Gardner, who was already mentioned in association with motivation. He argued that "a second/foreign language in the school situation is not merely an 'educational phenomenon' or 'curriculum topic' but also a representative of the cultural heritage of the speakers of that language". (Gardner 1979, in Dörnyei 2001, 14) Dörnyei agrees with this idea and further says, that if students want to learn another language properly, they need to build a relationship with

the overall culture of that language and puts as an example students, who want to learn French: “students need to develop a French identity: they need to learn to think French and, though only partially and temporarily, also become a bit French”. Furthermore, this theory can be interpreted in the opposite case as well. As Dörnyei mentions in association with the country he grew up in – Hungary. He says, that every child had to learn Russian in school for at least several years, and since Hungary was under the influence of communism for a while, the attempt to teach the children speak Russian had hardly any effect because of the bad relationship towards the Russian culture. (2001, 14) This shows that not only are people more likely to learn the language better or faster if they have an overall positive relationship towards the people and community who speak it, but this also goes the other way around.

There is no doubt, that unlike learning about, for example, history or physics, learning a language is completely unique. For a person to truly master a foreign language, one cannot simply learn it blindly without creating their own associations based on their overall knowledge of the mother tongue as well as studying and appreciating the culture and people who speak the targeted foreign language.

2.2.2 Second language acquisition

The study of a second language acquisition had a massive boom in the second half of the twentieth century, mainly due to the fact, that with internet, modern technology and overall globalization of the world, people expanded from their local speech communities and often started to learn another language to obtain education or securing employment (Ellis 1997, 3). Second language acquisition is, as described by de Bot, Lowie and Verspoor (2005, in Dörnyei 2009, 18) a field of language research which focuses on how languages are learnt. Dörnyei further comments, that although this statement might seem obvious and pointless, many authors who mention the term second language acquisition often focus on two other points: “how second language knowledge is structured in a formal system and stored in the brain” and “how second language is used” (2009, 18). Although there are many theories concerning second language acquisition, this subchapter focuses on second language acquisition in terms of a theory called acquisition-learning hypothesis.

The acquisition-learning hypothesis is one of five, and often seen as a fundamental, theories of second language acquisition by Stephen Krashen (1982, 9). Although his hypotheses were criticized many times for, for example, being too vague and without many context, they are still very widely known and had a massive impact on the development of the study of second language acquisition. The five Krashen's hypothesis are as follows:

- **Acquisition-Learning hypothesis**
- **Monitor hypothesis**
- **Input hypothesis**
- **Affective Filter hypothesis**
- **Natural Order hypothesis**

Krashen (1982, 9)

As already mentioned, this thesis is concerned with the acquisition-learning hypothesis, and as this term already suggests, this hypothesis deals with two opposite distinctions between what is considered to be acquisition and what learning of language. The two distinctions are further described in the following paragraphs.

First, acquisition (also non-technically called "picking-up" a language) is defined by Krashen (1982, 10) as process, which is almost the same as learning a first language. He claims, that when language is acquired, it is done so subconsciously, which means that the people who acquire a language are not aware of it and are usually using the language for communicating purposes. He further explains this, by saying that such people are usually not aware of the grammatical rules of the language they have acquired. Instead, they have a "feel" for correctness, which means that "grammatical sentences "sound" right, or "feel" right, and errors feel wrong, even if we do not consciously know what rule was violated". To sum up, acquisition is seen as a subconscious process in which the person has a natural "feel" for using the acquired language, without a thorough knowledge of its precise grammatical rules.

Second, Krashen (1982, 10) says, that learning (also non-technically called "knowing about" a language) is the opposite of acquisition. Thus, learning is a conscious process in which the person is aware of the grammatical rules and structures of that given language, is able to work with those rules and to theoretically specify them. These two distinctions would, therefore,

suggest that acquisition of a language is strictly subconscious process, while learning is strictly conscious.

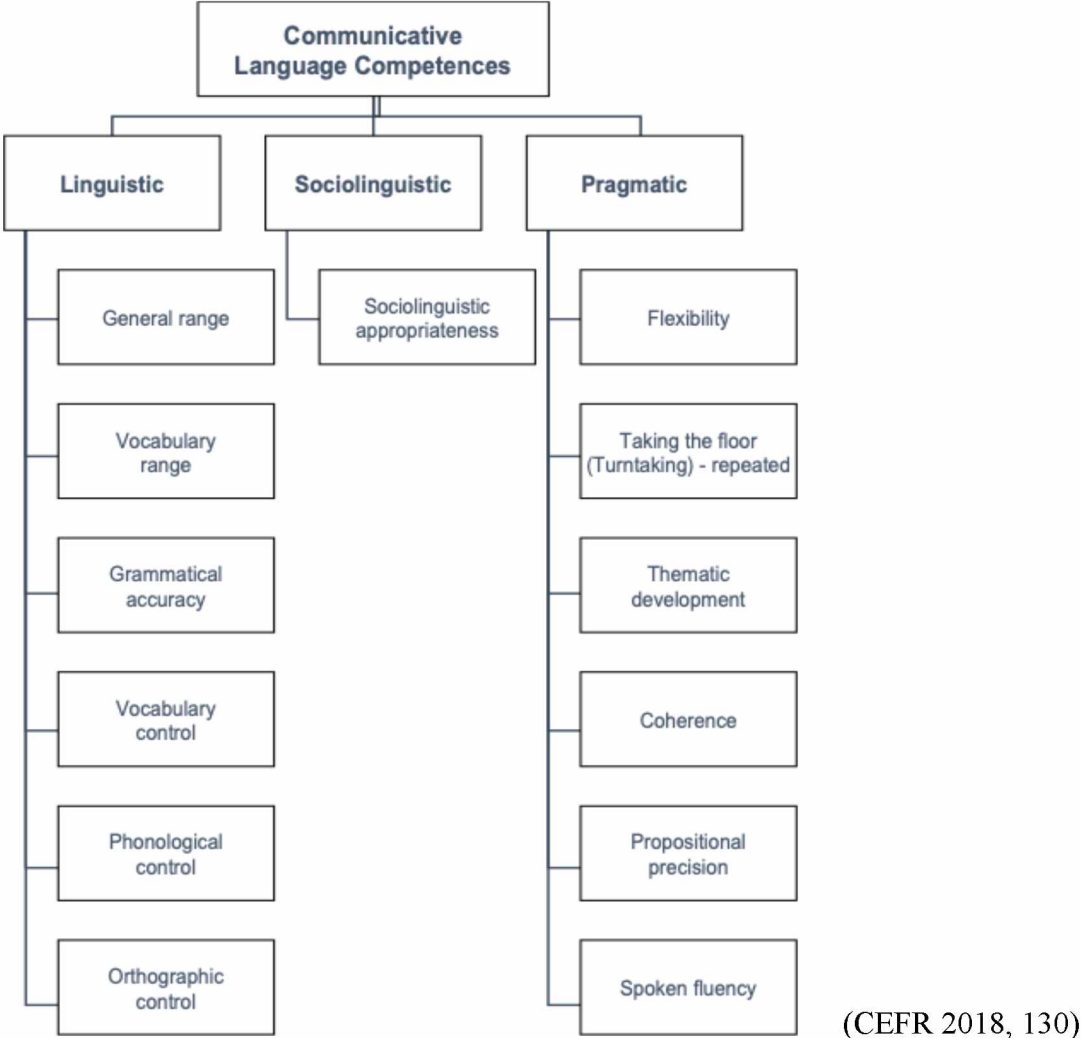
However, many other authors view this distinction as quite controversial. Schmidt (1983, in Ellis 1997, 55) who claimed, that the term "consciousness" is used very loosely in the second language acquisition terminology. He says, that there is a need to distinguish the term consciousness as "intentionality" and consciousness as "attention". He refers to the term "intentionality" as a "conscious and deliberate decision to learn some second language knowledge". And as a contrast he describes "incidental learning" about which he says that "takes place when learners pick up second language through exposure". With this he argues that it does not matter whether the learning is intentional or incidental, the learner still pays a conscious attention to features in the input.

To sum up, although many authors disagree with the simple distinction between acquisition as subconscious and learning as conscious process, mainly due to the fact, that these two processes cannot be seen as totally separate from each other. This thesis is based on the Krashen's distinction between language acquisition and language learning and uses the term 'learning' as a conscious process in which the students study English language on purpose, in order to develop their communicative language competences.

2.2.3 Communicative language competences

Communicative language competences are a part of an educational reform document called The Common European Framework of Reference for Languages (CEFR) issued by the Council of Europe. Communicative language competences are divided into three branches - Linguistic competence, Pragmatic competence and Sociolinguistic competence (CEFR 2018, 130). This subchapter focuses on these competences and how they define the various aspects of the development of the learner's language learning and use.

As it has already been established, communicative language competences are divided into three branches, however these three branches each have their subcategories as shown below:



Each of these competences have their own unique share in the language learning process, however, all of them are constantly intertwined and neither can be removed from the process of language learning, thus they are indivisible (CEFR 2018, 130).

First, **linguistic competences** focus on everything which is connected with the usage of language and how it works. “It consists of lexical, phonological, syntactical knowledge and skills and other dimensions of language as system” (CEFR 2001, 13), therefore deals with language resources and knowledge of the language as a system (CEFR 2018, 138). Linguistic competences are, therefore, concerned not only with the individual’s knowledge, but how well are they able to use that knowledge (e.g. using the correct vocabulary based on current context)

and also how is the knowledge stored in terms of cognitive organisation (e.g. correct word order) (CEFR 2011, 13). Knowledge also varies from person to person and it can be either conscious or not (e.g. mastery of the language) and also the expression of the knowledge can change based on the person's cultural and social background (CEFR 2011, 13). In other words, linguistic competence deals with various language sciences, their use based on the individual's knowledge and the ability to use the knowledge properly.

Second, **sociolinguistic competences** deal with the relationship of the language towards the people who use it. It concerns the communication between people of different social classes, cultures or generations. As concrete examples CEFR (2001, 13) mentions “rules of politeness, norms governing relations between generations, sexes, classes and social groups, linguistic codification of certain fundamental rituals in the functioning of a community”. The main goal of sociolinguistic competences is, therefore, to make sure that the learners of the language take in consideration various factors of social rules and norms, and act on them in order to always express themselves appropriately to the individual or the group which they are addressing.

Last to be mentioned are **pragmatic competences** which are quite similar to linguistic competences, but unlike them concern with the language use and construction of text (CEFR 2018, 138). CEFR (2001, 13) further specifies that “it also concerns the mastery of discourse, cohesion and coherence, the identification of text types and forms, irony, and parody”. Thus, the pragmatic competences are based around the ability of the individual to put their knowledge into use according to which messages are:

- organised, structured and arranged (‘discourse competence’);
- used to perform communicative functions (‘functional competence’);
- sequenced according to interactional and transactional schemata (‘design competence’)

(CEFR 2018, 138)

To sum up, pragmatic competences deal with the user's ability to orient in the written aspect of the language, the correct cohesion and coherence of the text as well as the proper usage of both, socio and linguistic means of conveying meaning.

To conclude, communicative language competences are an integral part of language learning. They concern with the key aspects of language: theoretical knowledge of the linguistics, being able to use that knowledge in practice properly, express the language in both spoken and written form, and combine all that with the appropriateness towards a specific social context.

2.3 Modern technologies as learning tools

The use of modern technology has become unavoidable for the life in the 21st century. Nowadays, majority of people cannot imagine their everyday life without using any modern devices, such as mobile phones, computers or tablets, therefore, it is no surprise that such technological development have also reflected in the way people learn.

Using modern devices for learning can be also referred to as e-learning or technology-based learning as it is mentioned in the book by Jiří Zounek. Zounek further mentions that even though e-learning is nowadays a very widely described topic, there is not a strict definition as to what exactly e-learning or technology-based learning is, mainly due to the wide range of the accessible technologies (computers, websites, mobile phones, CDs, virtual classes, tablets, televisions, etc.) and a lot of dynamic technological changes in a short period of time (2009, 30 – 31). As it shows, the number of technology which can be used for learning purposes is very wide and covering all the different aspects of it would take more than one thesis, this thesis focuses on one particular very influential website of this century– YouTube, which is according to Lifewire (2020) now the second most used website in the world.

2.3.1 YouTube

YouTube as a website and a new platform for social media has launched in 2005. (Burges and Green 2009, 1) Back then it was just another form of new social media with a catchy slogan "Broadcast yourself" and its main purpose was for people to post videos predominantly to entertain other people. GCFGlobal in their article say that the beauty of YouTube is, therefore, not only to watch other people create videos, but also being able to upload their own videos as well, which enabled the users to create a two-way communication (GCFGlobal 2020). It did not take long and YouTube became one of the top social media platforms known today and its purpose to solely entertain has shaped and expanded massively. Today, YouTube offers almost anything one can think of, from make-up, fashion or animal videos to a more professional

videos about business or education. These following subchapters focus on the reason why YouTube is so widely used nowadays and how does it work as a learning tool.

2.3.2 Why YouTube?

There are a few reasons as to why YouTube is chosen as the focused device of this thesis. Two of them being its easy accessibility and wide range of content, which are discussed in the following two paragraphs. Not only that, but the last reason to be mentioned later in this subchapter is the created two-way communication which is a very important part of a social constructivist approach to learning.

First, one of the reasons why YouTube is such an important form of media is its accessibility. The content available on YouTube is for free, therefore the only thing necessary for using it is to have internet connection. „Anyone with access to a computer or mobile device and an internet connection can watch YouTube content and share their own. YouTube is really for everyone — whether you’re an individual simply looking for a creative outlet or the CEO of an organization with a large budget for a video ad campaign “ (Lifewire 2020). Not only does the websites accessibility lie in its free usage, but the Lifewire website (2020) further adds that „YouTube is available in nearly every country and over fifty different languages “. Therefore, it can be assumed, that the easier the access to the source of information is, the more likely people are to use that device.

Second, not only is YouTube for free but the amount of content available is massive and growing every day. J. Clement wrote for the website Statista an article in 2019 which shows that „as of May 2019, more than 500 hours of video were uploaded to YouTube every minute. This equates to approximately 30,000 hours of newly uploaded content per hour “and he further adds „in fact, the number of video content hours uploaded every 60 seconds grew by around 40 percent between 2014 and 2019“(Statista 2019). Such a huge number of videos available on the website allows the users to choose exactly the type of content they are looking for and as its already mentioned in the chapter 2.4.1. which is defining YouTube, the scale of content goes from, for example, simply entertaining purposes all the way to learning.

Third and last to be mentioned, is the communication between the creator (the person who makes the videos on YouTube) and the viewer (in this case the learner). It might seem like there

is no way of communicating with the person, who makes the video, since the video is not live, but pre-recorded and uploaded on the website. However, there is actually a couple of ways how one can contact the person who made the video for some additional information, asking for other topics which could be helpful for them to discuss in the future or to simply thanking the creator for helping them through the video they have made.

Derral Eves (2014) talks about the communication with creators in his YouTube video and he says, that the ways how one can speak to them is dependent on whether the viewer wants the communication to be public or private. If the viewer wishes to communicate with the creator publicly, there is a “discussion” button on every YouTube channel, which when you click opens a page where you can write your message. Similarly, to that, it is also possible to comment directly under the video to which it applies. On the other hand, if the viewer wants to send the message privately the procedure is quite similar. Again, on every YouTube channel there is a button “about” which when the viewer clicks opens a page. On the bottom of the page is another button which says “send message” and the rest is simple. When clicking the button, a table in which the message can be written opens and the viewer can send a private message to the creator. Thus, these functions of communication make YouTube even more accessible and user friendly.

2.3.3 YouTube as a learning tool

It has already been established, that YouTube is a social media video sharing website with free accessibility and a wide range of content. A specific type of content, which is described in this subchapter, is YouTube and its function as a learning tool. It is also a very significant function, as the website Top Tools for Learning shows, YouTube has been voted the number one best learning tool three years in a row, from 2016 to 2019 (2019). Of course, the ways in which YouTube can be used for the purpose of learning are more than one, for example, it can be used by teachers who want to show an extract of a video in their lesson to the students. However, this thesis focuses on the ways in which YouTube can be used as an English learning tool for students based on their individual needs and set goals.

First, the definition of a learning tool (also called the learning object) is provided. Based on the Learning Technology Standards Committee (2002, in Rambousek 2014, 18-19) learning tools are defined as a means of digital or non-digital objects, which can be used for any purpose of

learning. Those which count as digital are, for example, computer assisted language learning, various software or multimedia content. YouTube with its multimedia content, therefore, belongs to the group of digital learning tools, which then further belong into the category of technical teaching aids. Rambousek (2014, 23) describes technical teaching aids as those that “represent a functional connection of a certain means of didactic focus with the appropriate tool in a given teaching/learning situation”. In the case of this thesis, the didactic focus is learning English language and the tool used for it is YouTube. Rambousek further adds, that these aids can be worked with in terms of:

- the curriculum (interpretation, representation)
- the teacher (enabling and enhancing his abilities)
- the students (psychological, especially motivational effect)

Rambousek (2014, 24)

Moreover, when speaking about the way in which these aids can be applied, the functions are as follows:

- informative (presentation, representation, support of learning acquisition, development of ideas and creation of ideas)
- formative (independence, creativity, personality formation)
- instrumental (a tool for retrieving new information, means of communication, self-monitoring and regulation)

Rambousek (2014, 25)

YouTube as a means for learning can be used based on the current need of the person or situation in which it occurs (teacher, students, etc.) and the specific function. This thesis focuses on the students, who are the main actors for choosing which function is the most suitable for them when learning with YouTube.

Second, when speaking about YouTube and its popularity as a tool for learning, it is important to establish the reason for its high usage today, which are the already mentioned students.

Tapscott (1997, in Duffy 2008, 120) says, that the key difference in today's learning and education is the shift in student's behaviour towards learning and he calls them "digital natives". Prensky (2004, in Duffy 2008, 120) further supports this claim and adds, that students are "expecting instant responses and feedback. They prefer random "on-demand" access to media; expect to be in constant communication with their friends and ease of access in the creation of their own new media". This shows, that students today are constantly looking for a quicker and easier ways to gaining information. YouTube is perfect for this, because it contains a lot of educational information in quite short (usually 5 to 10 minutes long) videos.

However, it is not only the short video format, which is so appealing for the students nowadays. It is also the view of YouTube as a "more knowledgeable other", which is a social constructivist term explained in the subchapter 2.1.1. Duffy (2008, 124) says, that students see YouTube as "a means toward achieving learning goals and objectives. Effective instructional video is not television-to-student instruction but rather teacher-to-student instruction, with video as a vehicle for discovery". Which means, that YouTube serves the students as an online guide or a virtual lecturer, giving them support and information they need, and helping them to achieve their set learning goals.

To sum up, YouTube as a digital learning tool has become very popular among students over the past decade, with an easy access, variety of topics and video contents to choose from. Its, usually, relatively short and to the point videos are exactly what the learners today demand, and the feel of a teacher-student environment gives the website even more credibility to use it.

2.4 Conclusion of theoretical part

Social constructivism points out that people learn mainly through interactions with other people and that they are only capable of learning something by themselves to a certain extent. They mention the need of a "more knowledgeable other" which basically represents the belief that people need someone who will guide them through the journey of learning and who will help them to really perfect their skills. For many years, the view of this more knowledgeable other was mainly in the physical form, most commonly a teacher. However, this changed rapidly with the rise of modern technologies and their role in human education and for today's learning, YouTube is one of the tools in which people search for the figure of a "more knowledgeable other" and use it instead of the typical face-to-face interactions with others.

When speaking about learning in the 21st century it is important to consider how people are constantly changing and so do the different tools which are available nowadays for learning. People today want to learn everything very quickly, without a lot of effort and with an easy access to the information. Those are just some of the factors of today's society, which make modern technologies, such as YouTube, so popular as tools for learning. YouTube today is considered to be a digital learning tool with different functions and purposes of use. The change in the perception of learning and the great popularity of YouTube as a digital learning tool are the reasons why this issue is further dealt with in the practical part of the thesis.

The aim of the practical part of this thesis is to find out **why**, **how** and **when** do the university students of English for Education use YouTube as a tool for learning English, and by learning it is meant a conscious process in which they want to study and develop some aspect of the communicative language competences. The research was done by interviewing multiple cases, who were chosen for the research by intentional selection. The research is presented in the following part of this thesis.

3 PRACTICAL PART

3.1 Research aim

This subchapter of the thesis deals with the overall aim of the research and the main research questions. The aim of this research is to find out why, when and how do the students of English for Education use the YouTube website for their learning purposes. The core questions of the research are as follows:

- Why the students choose to use YouTube for learning English?
- When do the students use YouTube for learning English?
- How do they work with YouTube as a tool for learning English?

These questions are asked in order to find out whether YouTube is a common tool used by students for purposes other than entertainment, whether they prefer to use it over other learning tools and how do they work with it in terms of learning.

3.2 Research background

3.2.1 Qualitative research

The research questions and the aim of the research stated suggest, that the research is of a qualitative nature. As McLeod states in his article, the data gained in a qualitative research are “descriptive, and regard phenomenon which can be observed but not measured, such as language “(Simply Psychology, 2019). Mertens (2009, 225) says, that qualitative research aims to collect data from each interviewee (which is naturally of subjective manner) and make sense of, or to interpret the meaning conveyed to them through the collected data. Crossman in her article adds, that unlike quantitative research, which deals mainly with numeric data, qualitative research is common throughout various social sciences, because it interprets the meaning of the collected data which are usually taken from the specific targeted group of people (ThoughtCo. 2020). As some methods which are included in the qualitative research she includes:

- observation and immersion
- interviews
- open-ended surveys
- focus groups
- content analysis of visual and textual materials
- oral history

(ThoughtCo. 2020)

The method used in this thesis is an interview, which is described in subchapter 3.3.1. Moreover, each of these methods can be used regarding the specific strategy of the research. The strategies are as follows:

- Ethnographic research
- Case study
- Phenomenological research
- Grounded theory
- Participatory research
- Clinical research
- Focus group

(Mertens 2009, 230)

The strategy used in this thesis is case study, now further described in the following subchapter.

3.2.2 Case study

For the particular research of this thesis, the respondents were chosen by intentional selection. Several university students of English for Education were asked three simple yes/no questions in order to find the specific cases which are suitable for the following interview. What exactly is a case study is described in the following part of this subchapter.

McDuffie and Scruggs (2008, in Mertens 2009, 233) describe case study as “an approach that involves an in-depth exploration of a single case, or for example, of the phenomenon under study. A case may be based on any number of units of analysis: an individual, a group of individuals, a classroom, a school, or even an event “. Stake (2005, in Mertens 2009, 233-234) mentions a specific criterion for the definition of case study. He claims, that a case study is concerned more on the opinions of the individual, and their following evaluation, than it is on a specific methodology. Furthermore, he explains that what is important about each case study are the differences and individuality of each case and an effort to try to find some similarities between them at the same time. The research of this thesis focuses on evaluating the answers of multiple individual cases and trying to find the similarities between them in order to find the answers to the stated research questions.

3.2.3 Selection of cases

With the aim of the research and the research questions being established, another important step was to choose the most suitable cases for the research. There were three criteria for the selection of the cases:

- the cases had to be students of English for Education,
- they had to be familiar with the YouTube website,
- they had to use the YouTube website for the purposes of learning English

The reasons for choosing university students of English for Education, are mainly due to the facts, that all of them have had a long history and experience of learning English, they were all on the C1 CEFR level, which means that there was a high probability of them using YouTube for various learning purposes and on a more advanced level.

3.2.4 Description of cases

There were ten participants chosen to participate in the interview. The participants were university students of English for Education between the age twenty-two to twenty-five. All of them were willing to give their answers on the chosen topic. Each of the case is briefly introduced in the following paragraphs, where some background information about them is given.

Case 1 is a twenty-four-year-old female university student. She studies at University of Pardubice in the field English for Education. She has been studying English for sixteen years. She first started using YouTube as a learning tool eight years ago and she now uses it regularly for. She was interviewed June 22, 2020.

Case 2 is a twenty-six-year-old female university student. She studies at University of Pardubice in the field English for Education. She has been studying English for sixteen years and she first started using YouTube for learning two years ago and she usually uses it around three to four times a week. She was interviewed June 22, 2020.

Case 3 is a twenty-four-year-old female university student. She studies at University of Pardubice in the field English for Education. She has been studying English for sixteen years. She uses YouTube for the purposes of learning for approximately three years but does not use it very regularly. She was interviewed June 23, 22

Case 4 is a twenty-four-year-old male university student. He studies at Charles University in Prague in the field English for Education. He has been studying English for fourteen years and started using YouTube for learning when he started going to high school. He now uses it for learning around four times a month. He was interviewed June 24, 2020.

Case 5 is a twenty-three-year-old female university student. She studies at University of Pardubice in the field English for Education. She has been studying English for sixteen years and first started using YouTube for learning three years ago. She uses it for these purposes once or twice a month. She was interviewed June 23, 2020.

Case 6 is a twenty-five-year-old female university student. She studies at University of Pardubice in the field English for Education. She has been studying English for seventeen years. She uses YouTube for learning for two years and only a few times a month. She was interviewed June 23, 2020.

Case 7 is a twenty-four-year-old male university student. He studies at Charles University in Prague in the field English for Education. He has been studying English for fifteen years. He first used YouTube for learning one year ago and since then started using it for the purposes of learning almost every day. He was interviewed June 23, 2020

Case 8 is a twenty-four-year-old male university student. He studies at Charles University in Prague in the field English for Education. He has been studying English for seventeen years and uses YouTube for learning purposes for two years and around four to five times a month. He was interviewed June 18, 2020.

Case 9 is a twenty-two-year-old female university student. She studies at University of Pardubice in the field English for Education. She has been studying English for fourteen years. She uses YouTube for learning for two years and at least once a week. She was interviewed June 24, 2020.

Case 10 is a twenty-three-year-old female university student. She studies at University of Pardubice in the field English for Education. She has been studying English for fifteen years and first started using YouTube for the purposes of learning five years ago. She now uses it approximately two times a month. She was interviewed June 24, 2020.

To conclude, there were ten cases who were a part of the interview. All of them were University students of English for Education, however six of them study at University of Pardubice and four of them study at Charles University in Prague. Since they were all University students the age difference was in a range of four years, with the youngest respondent being twenty-two-years-old and the oldest being twenty-six. All of them are using YouTube for the purpose of learning, the only difference is in the frequency and time span of the usage.

3.3 Research method

3.3.1 Interview

The method chosen for the research is an interview. Since the aim of the research is to find out why, when and how do the university students of English for Education use YouTube as a learning tool an interview seemed to be the most suitable method in order to gather detailed in-depth information from the respondents. This way the researcher got the chance to listen to the personal opinion of each of the respondents individually, compare their answers and draw an overall conclusion from their statements on the chosen topic. This chapter provides a description of an interview in the following paragraphs.

Gillham (2000, 1-2) describes interview as a qualitative research method, a conversation between, usually, two people. He further says, that the specific of a research interview is the fact that the interviewer is trying to find out information and understand certain issues, which are relevant to the aim and questions of the particular research. This conversation is, however, led by the person who is asking the questions in order to get answers to a particular issue – the interviewer, and the person who is providing the answers – the interviewee. Furthermore, Creswell (2014, 609) mentions, that an interview can either take place face-to-face, over the telephone or in a focus group of around six to eight interviewees.

A very important part of an interview is the way in which it is structured. The website Research Methodology (2020) mentions that it can be either:

- **Structured:** uses pre-determined questions, asked in the same order. These interviews usually provide data which is quite easy for the interviewer to compare and conclude (questionnaires, closed questions, etc.)
- **Semi-structured:** also uses pre-determined questions, however, the interviewer asks additional unprepared questions during the interview, in order to get the needed result (both open and closed questions)
- **Unstructured:** for an unstructured interview, the interviewer does not prepare any questions in advance. These types of interviews are usually seen as the least reliable and informal, because of the slight differences in formulation of the questions and the following evaluation of the questions (open ended questions, natural conversation)

To sum up, the interview for the research of this thesis is semi-structured. The researcher used pre-determined open-end questions in order to find the relevant information to the stated aim and main questions of the research. The researcher also asked some additional questions throughout the interview if needed, in order to get the needed result. The answers to the interview were later compared and evaluated. For the purpose of choosing the most suitable cases for the interview, the researcher decided to create a questionnaire, which is described in the following chapter.

All the questions prepared for the interview can be seen in Appendix A.

3.4 Research plan and piloting

3.4.1 Questionnaire

At the beginning of the research, the researcher set up a short questionnaire in order to find the most suitable cases for the following interview. The aim of this questionnaire was to find the targeted group of people, which are University students of English for Education, who have an experience with using YouTube as a learning tool. The questionnaire was sent in electronic form to **fifty-one** university students, who were recommended to the researcher as a possibly suitable cases for the interview. The questionnaire was in English and consisted of three simple YES/NO questions. For the respondents to be suitable, they would have to answer all of these questions as 'YES'. The questions were as follows:

- 1) Are you a student of English for Education?
- 2) Are you familiar with the website YouTube?
- 3) Do you ever use YouTube for the purpose of learning English?

The outcomes of the questionnaire are presented in the following part.

- 1) *Question 1: Are you a student of English for Education?*

To this question, **fourty-two** respondents answered "YES" and the remaining **nine** answered 'NO'.

2) *Question 2: Are you familiar with the website YouTube?*

To this question, **all fifty-one** respondents answered 'YES', that they are familiar with the YouTube website.

4) *Question 3: Do you ever use YouTube for the purpose of learning English?*

This question was the most dividing one, because only **nineteen** respondents answered 'YES' they use YouTube for learning English, and **thirty-two** answered 'NO'.

After collecting and evaluating all the questions in the questionnaire, the final conclusion was, that there were sixteen respondents who answered all three questions as 'YES', which means that they would be suitable for the following interview. Since the desired number of cases for the interview was ten, the researcher then randomly chose ten out of those sixteen suitable respondents.

3.4.2 Piloting of interview questions

After evaluating the questionnaire and choosing the suitable cases for the interview, it was time to do the piloting of the interview questions. Piloting of the interview questions was done on a person, who also answered all three questions in the questionnaire as 'YES'. This assured that this person met all the conditions that were required. This person was only a part of the piloting phase of the interview and not the interview itself.

The researcher did not want the interview to be too long, so the desired length was about ten to fifteen minutes. After trying the whole interview and measuring the time, the length did meet the set requirement, therefore there was no need for further adjustments of the time. However, the respondent did not understand all of the questions clearly, thus it was necessary to make the questions more specific in order to avoid confusion. After going through and changing some of the questions to make them more specific, suddenly a few of the questions seemed unnecessary and were, therefore, deleted completely from the interview.

3.5 Interview categories

When creating the questions for the interview, the researcher decided to divide those questions into two separate categories. These categories helped the researcher to divide the interest of the interview into two parts and also for the interviewees to know what is going to be the main focus of the questions. Furthermore, it is also helpful for the final evaluating process, since the answers to the questions could be very diverse, the overall evaluation of the answers is based on the researcher's interpretation of the answers followed by drawing a final conclusion out of them. The two categories are:

- **YouTube**
- **English**

Although the interview is divided into two categories, the questions are constructed to be in line with the set aim of the research. This means, that even though they are separated into two categories, they intertwine and are closely linked to each other.

The questions focused on **YouTube** are concerned with the relationship of the interviewee towards the website as a learning tool. They are aimed to find out, why do they use the website as a tool for learning, how do they work with it, if they prefer it over other learning tools, if they think that it works as a source of knowledge for them and if they feel like the website allows them to communicate with the creators of the videos.

The questions under the category **English**, as the title already suggests, focus on the aspect of the language. It aims to find out why do the respondents study English over other languages, in which situations do they choose to study English through YouTube and which aspect of English do they study the most through the website.

The division into categories also helped in the final evaluation and analysis on the interview, because in the category of **YouTube** the researcher wanted to concentrate on the aspect of **how** and **why** do the respondents use YouTube as a learning tool and in the category of **English** the focus was on finding out **when** (in which situations and for which aspect of language) do they use it. The interview outcomes and analysis are described in the following chapter.

The interview samples can be seen in Appendix B.

3.6 Interview outcomes and analysis

As mentioned in the previous chapter, the interview is divided into two categories – YouTube and English. The two categories are presented separately in two chapters. Each chapter provides the interview questions, which were created based on the outcomes of the theoretical part, and the main aim is to find out why, how and when do the university students of English for Education use YouTube as a learning tool. Each question is followed by the answers of the ten individual cases. At the end of the chapter is a summary of the outcomes.

3.6.1 YouTube

This category is focused more on the aspect of YouTube and is mainly aimed to find out how and why do the university students of English for Education use it as a tool for learning. Question two and five are then based on the social constructivist approach and are aimed to show whether or not do the respondents feel like it serves them like a source of knowledge and a tool for two-way communication. It consists of five open ended research questions, which are all stated bellow and followed by the answers of the interviewed cases.

IQ1: Why do you choose to use YouTube for learning English?

IQ2: Do you prefer YouTube to other learning tools? Why?

IQ3: How do you work with YouTube as a learning tool?

IG4: Do you feel YouTube can be a source of knowledge for you? Why?

IQ5: Do you think that YouTube creates environment for a two-way communication between you and the creator of the videos? Why?

Case 1 answered that she definitely uses YouTube for learning English because of its easy accessibility and large content to choose from. She does prefer it over other learning tools, because you can find any language skill which you want to develop on the website plus it is in a video format which she prefers. Considering how she works with YouTube she said that it depends on the type of exercise, but she usually either takes notes throughout the video, or makes pauses and repeats after the creator of the video. She also feels like YouTube is a perfect source of knowledge for her, because today it is full of educational videos and sees it as a modern source of knowledge, however she thinks that the website does not create a good

environment for a two-way communication, because the person who creates the videos does not have to communicate with his audience at all unless he or she really wants to. **Case 2** said that she uses YouTube as a tool for learning because there is a large content to choose from and it is easier for her to understand than from books. That is also the reason why she prefers to use it over other learning tools together with the video format which she prefers, because she likes to watch the entire video at first. Then she re-watches it again and makes pauses on the parts which she finds relevant and makes notes. Thus, she feels like YouTube is a source of knowledge for her, because it is usually created by native speakers or teachers, who she feels like she can trust. Regarding the two-way communication, she says that you definitely can write a comment under the video and many times the creator will respond to it, but it is very uncertain and therefore she feels like the environment for communication could be better. **Case 3** uses YouTube for learning because she likes the large content which you can choose from, however, although she uses it for learning she does not prefer it over other learning tools, because she likes to read about the given topic before videos. When she works with it, she likes to play the video with pronunciation of a given word and repeat it with the creator until she learns it properly. She also feels that YouTube is a great source of knowledge, because there is a lot of educational channels, but that it really depends on one's own preferences and critical choice of the content. Considering the two-way communication, she does not feel like YouTube really creates the environment for that and adds that she thinks she is a rather passive receiver of the content. **Case 4** likes to use YouTube as a tool for learning because of its accessibility and the fact that you can use it literally anytime and anywhere you need. Therefore, he prefers to use it over other learning tools, because he feels like it is very flexible and that he can adjust the learning process according to his preferences. When he works with the tool he likes to pause throughout the video and make notes. He thinks that it is a great source of knowledge, because there is a large educational content and you can compare multiple videos to really get all the information you need. However, he does not feel like YouTube creates a great environment for a two-way communication because he says that you can comment under the video and hope for the creator to reply, but that it is not very likely. **Case 5** says that she uses YouTube for learning because there is a large content to choose from and it is very accessible. She prefers to use it over other tools for learning, but only for a specific content. If she wants to perfect her pronunciation and overall speaking skills, she always goes to YouTube to do that, however, when she wants to practice grammar or vocabulary she prefers to work with English textbooks. When she does use it for learning, she usually pauses the video after every word or a phrase, and she tries to repeat it after the person in the video. She feels like YouTube definitely is a

source of knowledge for her, because she has already improved her English a lot thanks to this platform. As an example, she says that her 'th' sound is better than ever before thanks to YouTube. Considering the two-way communication, she thinks that there is the environment for it, but that it is not very effective as the creators of the videos might not check their channels very often. **Case 6** answered that she uses YouTube as a tool for learning because of its easy accessibility, a large content to choose from and also mentioned that sometimes the topics which are presented there are easier to understand, like English history, literature or linguistics, where the videos very often include a summary of the whole topic or an explanation with a great visual support. For these reasons she also prefers it as a tool for learning and she likes to watch the whole video, then re-watch it and make notes about everything which she finds important or interesting. She feels like it is a great source of knowledge for her, because it very often explains difficult topics very thoroughly with visual support. She also thinks that the platform does create a good environment for a two-way communication, because the people who create educational videos usually reply to the comments under their video and they often make other educational videos based on the requests in the comment section. **Case 7** chooses to use YouTube as a learning tool because of its accessibility and a large content to choose from. He prefers it over other learning tools because he feels like the topics on there are well presented and easy to understand. He likes to watch the video and work alongside of it by making notes, but he also makes pauses and replays certain parts if he feels like he needs to. He also thinks that YouTube is a source of knowledge for him, because the topics are always thoroughly covered and very often made by professional teachers. Regarding the two-way communication, he thinks that it is nearly impossible to communicate with the creator of the videos, because they usually do not reply to their comments as it is quite time consuming and very often filled with spam messages. **Case 8** says that he likes to use YouTube for learning English because it is a more entertaining way to understand certain topics and he also finds it easier than reading it from a book. He prefers to use it over other learning tools, because the format of the video always gets him very interested in the topic and he often tends to find out more information on the topic than he originally anticipated. He usually plays the video and makes notes about the content throughout. However, he also mentions that it depends on the content of the video. If he wants to learn something about pronunciation, he stops the video and repeats the words after the person. He even sometimes records himself so that he can later compare himself with the person on the video. He feels like YouTube is a great source of knowledge for him, otherwise he would not be using it so often. When asked if he thinks that YouTube creates environment for a two-way communication, he responded that it really depends on the channel which you are watching.

Some creators do communicate with their viewers and some don't. However, the chance to contact them is there and it is up to the creator if he or she decides to reply or not. **Case 9** uses YouTube for learning because it is very easily accessible and the content is way more entertaining than reading it from a book. She also likes the fact that YouTube automatically recommends other similar videos to the viewer, she gets really caught in them and learns other very interesting stuff on the similar topic. She also prefers it over other learning tools, because you can find variety on topics from videos about pronunciation to videos about literature or history. She usually likes to go through the video and make some notes about the content throughout. If she wants to revise some new information from the video, she first watches the whole video and then tries to write down as many things as she can remember from it. And she repeats this process to find out whether she missed some information or not. She thinks that it is a great source of knowledge because the platform provides a lot of really interesting educational videos on many topics. Considering YouTube and if it creates environment for a two-way communication, she says that you can write a comment under each video, but you never know whether the person is going to reply to you or not. Therefore, she thinks that the environment is there, but it is not as used as it could be. **Case 10** uses YouTube as a tool for learning because it is a very accessible online source with a content which is usually easier to understand. She prefers it over other learning tools because it is in a video format and she can use it adjust the learning as she needs. She usually watches the whole video and then re-watches it and pauses it throughout to make notes. She feels like YouTube definitely is a source of knowledge for her, because the people who create the videos are very often teachers or are somehow educated in the particular field which they make content about. However, she does not feel like YouTube creates an environment for a two-way communication, because even though you might write something in the comment section the creator of the video might not respond to it at all.

To summarize this chapter, the majority of the respondents use YouTube for the purpose of learning because of its easy accessibility, large content to choose from, which is also presented in a way that is easier for the students to understand. Another very important factor which was mentioned multiple times is the adjustability of the content to the particular needs of the student and the fact that all of the respondents view YouTube as a quality and trustworthy source of knowledge. How do the respondents use YouTube as a tool for learning varies mainly in the competence which they want to study. The most common answers were pausing throughout the video and repeating after the person in the video, watching the video and making notes throughout, or making notes from the video in general. The respondents also very often

mentioned that they appreciate the possibility to pause the video whenever you need and replay some parts of it as many times as you like. However, all but one (case 6) of the respondents felt like YouTube is good in terms of two-way communication. They usually responded with the fact that the environment for the communication is there somehow, but it is not very useful and reliable.

3.6.2 English

This category is focuses more on the aspect of English language learning and is mainly aimed to find out when do the university students of English for Education use YouTube as a tool for learning, which is the aim of questions two and three. The first question is then based on the subchapter 2.2.1., which deals with specific features of second language learning and it is aimed to show the researcher the reason for the students to choosing English as their second language. This category, therefore, consists of three open ended research questions, which are all stated bellow and followed by the answers of the interviewed cases.

IQ1: Why did you choose to study English over other languages?

IQ2: Describe the situations if which you choose to study English through YouTube?

IQ3: Which aspect of English language learning do you study the most through YouTube?

Case 1 chose to study English because it is a world-wide language and it is nowadays everywhere around us. She chooses to study English through YouTube when she searches for some support of her learning or as a tool for retrieving new information. She mainly uses it to practice pronunciation. **Case 2** decided to study English because she thinks that it is much more useful than other languages and she feels like she can use it pretty much everywhere. She mainly uses YouTube as a support for her learning and she studies pronunciation through it the most. **Case 3** says that she decided to study English because she believes it is lingua franca. She chooses to study English through YouTube when she wants a support for her learning, and she uses it study pronunciation. **Case 4** chose to study English because he feels like it is commonly used all around us and almost everyone speaks it nowadays. The situations in which he chooses to study English through YouTube are when he needs a support of his learning or when he wants to retrieve new information. He uses it to study pronunciation. **Case 5** chose to study English because it is an international language which allows her to communicate and use it all around the world. She uses YouTube when she wants a support for her learning or as a tool to

retrieve new information. She uses it to study pronunciation. **Case 6** says that she chose to study English because it is heavily used world-wide and she always loved English and the way she can use it to communicate to people from foreign countries. She uses YouTube for the purpose of learning as a support of her learning and to retrieve new information. She uses it the most to study pronunciation and some realia like history or literature. **Case 7** first started learning English because it is a mandatory part of the Czech educational system. However, with time he realized that it is heavily used all around us and that it is a language which he can use all around the world. He uses it to study when he wants to retrieve new information or as a tool to support his learning. He usually uses it to study pronunciation. **Case 8** chose to study English because half of his family lives in English speaking countries and so he was exposed to English from a young age. He usually uses YouTube either as a self-monitoring tool, a tool to retrieve new information or as a support of his learning. He uses it the most to study pronunciation, grammar and sometimes also history. **Case 9** was exposed to language from a very young age because of her family, she created a relationship towards English language and later decided to keep studying it until present day. She usually uses it when she wants to gain new information or a support for her learning at University. She uses it study pronunciation, grammar or history and literature. **Case 10** says that she first started learning English because it was mandatory subject in her primary school. However, when she first visited England, she really started to enjoy speaking English and learning about British customs. Later she decided to study English at university and become a teacher. She usually uses it to retrieve new information and as a support of her learning. Most often she uses it to study pronunciation.

To summarize this chapter, majority of the respondents answered that they chose to study English because it is a language which is used world-wide, a lingua franca, and because it is mandatory in our educational system. Three respondents (cases 8, 9 and 10) chose to study English because of some kind of emotional connection, either with their family or with the culture of an English-speaking country. All of the ten respondents answered that they use it as a tool for their support of learning. Eight out of the ten respondents (cases 1, 4, 5, 6, 7, 8, 9 and 10) also said that they use it as a tool for retrieving new information. Only one of the respondents (case 8) also mentioned that they use it as a self-monitoring tool. At the same time all of the respondents said that they use YouTube as a tool for learning the most when they want to improve their pronunciation. Five out of the ten respondents (cases 4, 6, 8, 9 and 10) also mentioned that they use it to study grammar, and three respondents (cases 6, 8, and 9) also mentioned that they use it for subjects such as history or literature.

3.7 Conclusion of practical part

This study of multiple cases shown, that in majority, the students use YouTube for learning English mainly because of its great accessibility, a large and easy to understand content and the fact that they can adjust the process of learning based on their current needs. They also use it because they view it as a trustworthy source of knowledge. Majority of them prefers to watch the video, pause it whenever they need and make useful notes out of the video. They also like to repeat after the person in the video, this they do when they want to practice their pronunciation. Pronunciation is also the aspect of English language learning which is studied the most by the students through YouTube, and they use YouTube as a tool to support their learning or for retrieving new information.

However, it has to be mentioned, that the data outcomes are based on the interpretation of the researcher, who studied them thoroughly and carefully, and made a conclusion based on the most common answers from the respondents. This research consisted of only ten cases, who's answers were very similar, and could evoke some unanswered questions for a further extension of a similar larger scale research.

4 Conclusion

This bachelor thesis deals with a popular social media platform YouTube and its use as a tool for learning of university students of English for education. The main topics of the theoretical part are psychology of learning with a model of social constructivism, English language learning and YouTube as a tool for learning.

In the first part, the psychology of learning is introduced and the model of social constructivism and motivation in language learning. Social constructivism is based on the idea that people learn by interactions with other people, and that people need someone to guide them and to help them in order to perfect their learning. They are then motivated to learn and consciously decide to attain their set goals and to develop their communicative language competence. The idea of learning through interactions with other people might seem unreasonable as the main topic of this thesis is YouTube, which is not based on physical interactions. However, YouTube today is seen as a platform that provides a teacher-to-student type of instructions and information for

learning. Moreover, the concept of learning in the 21st century changed drastically and the line between physical and digital interactions is very blurry. Today's learners are sometimes called "digital natives", who are mainly interested in getting the information they need in a very quick, easy and accessible way. To see why, how and when do students use YouTube as a learning tool a case study was conducted in the practical part of this thesis.

The aim of the practical part of this thesis is to find out why, how and when do students use YouTube as a tool for learning. The cases for this study were university students of English for education. They agreed to participate in an interview which was later analysed by the researcher and the outcomes are based on the most common answers of the respondents.

The research consisted of an interview of ten cases. The cases were intentionally selected by a short questionnaire, which consisted of three yes/no questions. The aim was to find ten cases, who answered all three questions as "yes" and were, therefore, university students of English for education, who are familiar with the website YouTube and who use this website as a tool for learning.

Based on the interview, the research showed, that in majority of cases, the students use YouTube, because of its easy accessibility, large content, topics which are presented in a very understandable way and because they see YouTube as a very good source of knowledge, and believe that the information on the website is very trustworthy. Another reason is that they can work with the website individually based on their current needs, most commonly by watching the video, pausing it whenever they need and making useful notes out of the video or repeating after the person in the video. They use YouTube for learning mainly as a support of their learning or as a tool for retrieving new information, and they use it the most to perfect their pronunciation skills. Although the respondents provided a very similar answers to the questions in the interview, this research only conducted of ten cases and could, therefore, be examined even deeper in a larger scale research. Thus, this thesis may serve as an inspiration for further examination of this topic.

5 Resumé

Tato bakalářská práce se zabývá internetovou platformou YouTube a rolí této platformy jakožto moderním didaktickým prostředkem pro učení se anglickému jazyku. Nejdůležitější pojmy, které jsou popsány v této práci jsou sociální konstruktivismus, motivace, specifické znaky učení se jazyku a již zmiňovaná platforma YouTube jako moderní didaktický prostředek. Tato práce je rozdělena na dvě hlavní části – teoretickou a praktickou. Cílem teoretické části je představení modelu psychologie učení a učení se anglickému jazyku. A dále pak jak moderní technologie, v případě této práce platformy YouTube, slouží studentům jako nástroj pro učení se cizímu jazyku. Cílem praktické části je pomocí rozhovorů se studenty učitelství anglického jazyka zjistit proč, kdy a jak studenti využívají YouTube jako moderní didaktický prostředek. Následující část popisuje teoretickou část, která je rozdělena do čtyř hlavních kapitol.

První kapitola teoretické části se zabývá psychologií učení. Ze začátku této kapitoly jsou stručně uvedeny dva klíčové modely psychologie učení, ze kterých později vyplývala většina nových psychologických modelů – behaviorismus a kognitivní psychologie. Na tuto část dále navazuje definice klíčového modelu pro tuto práci, čímž je sociální konstruktivismus. Sociální konstruktivismus je jedním ze dvou modelů a patří do obecnější skupiny konstruktivismu. V této skupině je zároveň i radikální konstruktivismus, který je specifický tím, že zastává názor, že každý člověk staví svůj proces učení se na již osvojených znalostech a tento proces provádí zcela sami. Tímto se radikální konstruktivismus naprosto liší od sociálního konstruktivismu, který naopak tvrdí, že člověk se nejlépe učí pomocí interakcí s druhými lidmi a zároveň je tento proces ve velké míře závislý na prostředí a celkovém kontextu ve kterém učení probíhá. Dalším znakem sociálního konstruktivismu je také tvrzení, že se člověk dokáže něco naučit sám bez pomoci druhých jen do určité míry. Což znamená, že k tomu, aby se v určité oblasti dokázal zdokonalit pak potřebuje někoho kdo má více zkušeností a znalostí. V této kapitole je dále definována motivace z pohledu sociálního konstruktivismu, jakožto jeden z klíčových prvků při učení se cizímu jazyku. Podle sociálního konstruktivismu je důležitá motivace jak vnitřní, tak vnější. Vnější motivace, kvůli tomu, že sociální konstruktivismus je postaven na interakcích s osobami kolem nás a tím pádem vyvolává pocit, že od nich potřebujeme nějaké uznání. A vnitřní, protože dalším důležitým faktorem jsou i naše již osvojené znalosti a zkušenosti, které podporují vnitřní motivaci skutečně porozumět a podpořit celý proces učení. Poslední část této kapitoly pak popisuje motivaci ve vztahu k učení se jazyku. Tento druh motivace je specifický právě přidaným faktorem jazyku. Pro tuto motivaci je klíčový právě ten zmiňovaný jazyk,

jelikož cizí jazyk není jen otázkou teoretického učení se bez potřeby hlubšímu porozumění. Při učení se cizímu jazyku si člověk zároveň buduje vztah ke kultuře zemí, které daným jazykem mluví a k lidem, které v těchto zemích žijí. To znamená, že motivace ve vztahu k cizímu jazyku je ve velké míře ovlivňována i momentálním prostředím ve kterém se člověk nachází, aktivitou, která může více či méně vyhovovat jeho požadavkům, jeho věkem nebo celkovým vztahem který si člověk buduje ke kultuře zemí co mluví vybraným jazykem.

Druhá kapitola teoretické části se zabývá učením se anglickému jazyku. V první části této kapitoly je vysvětleno specifikum učení se druhému jazyku oproti učení se prvnímu neboli mateřskému jazyku. Jako hlavní rozdíl se převážně uvádí fakt, že druhý jazyk se člověk učí záměrně oproti mateřskému jazyku, který si osvojuje od lidí, kteří ho vychovávají, nejčastěji tedy od rodičů. I když je samozřejmě možná naučit se druhý jazyk i pouze pasivním způsobem, například přestěhováním se do cizí země, tito lidé většinou neovládají tento cizí jazyk na perfektní úrovni a je to častěji označováno spíše jako osvojování si jazyka, podobně jako tomu je u jazyka mateřského. Učení se druhému jazyku je tedy od osvojování si mateřského jazyka velice odlišné a zároveň jsou k němu znalosti mateřského jazyka velice důležité. Při učení se druhému jazyku si lidé vytváří asociace na základě jejich prvního jazyka, a tudíž dají celému procesu učení se větší smysl a druhému jazyku lépe a rychleji porozumí. Důležitým faktorem je také celkový vztah k zemím, které mluví daným jazykem, a to zejména proto, že pokud máme k dané zemi, její kultuře a lidem co v ni žijí pozitivní vztah, je větší pravděpodobnost že se jazyk naučíme rychleji a lépe. Další částí této kapitoly je osvojování si cizího jazyka a hypotéza rozdílu mezi osvojováním si a učením se druhému jazyku. V této hypotéze pojem osvojování si znamená proces, který probíhá nevědomě, převážně za účelem komunikace a ve kterém člověk nemá perfektní teoretické znalosti daného jazyka, a tudíž používá jazyk na základně vnitřního pocitu, který mu říká, jaké slovní spojení a slovosled zní dobře a jaké naopak ne. Pojem učení se jazyku pak znamená proces, ve kterém se člověk učí záměrně a ve kterém má veškerou znalost gramatických pravidel a je schopen je teoreticky specifikovat. V poslední části této kapitoly jsou popsány komunikační jazykové kompetence, které jsou součástí dokumentu o společném Evropském referenčním rámci. Komunikační jazykové kompetence jsou rozděleny do tří hlavních kompetencí – lingvistické, sociolingvistické a pragmatické. Lingvistická kompetence se zabývá vším, co se týká využitím jazyka a jak jazyk funguje jako například lexikologie, fonologie nebo syntax. Jinými slovy se zabývá znalostí jazyka jako uceleného systému a jak jsou lidé schopni tyto znalosti využívat (například použití vhodných slov pro danou situaci nebo správný slovosled). Sociolingvistická kompetence se zabývá

vztahem mezi jazykem a lidmi co jej používají. Zabývá se tedy například komunikací lidí na základě jejich sociální třídy, kultury nebo věkové generace. Jako poslední je pragmatická kompetence, která je podobná lingvistické kompetenci, ale na rozdíl od ní se zabývá použitím jazyka v textu. To znamená, že se specifikuje převážně na diskurz, soudržnost a koherenci textu.

Poslední, třetí kapitola teoretické části se zabývá moderními technologiemi a jejich využití jako moderních didaktických prostředků. V úvodu této kapitoly jsou zmíněny různé druhy moderních technologií, které se dnes používají pro učení. Tento jev se často označuje také jako e-learning nebo učení se s technologiemi. I když je toto téma dnes velice často zkoumané, stále je těžké jej přesně vymezit, a to zejména kvůli častým dynamickým změnám ve vývoji moderních technologií. Jako moderní didaktické prostředky tak dnes můžeme použít například počítače, telefony, tablety, virtuální učební třídy a podobně. V další části je stručně popsána internetová platforma a sociální síť YouTube, která je zároveň hlavním moderním didaktickým prostředkem celé práce. V úvodu je pouze stručně uvedena definice YouTube. Tato platforma vznikla roku 2005 a od té doby se rapidně změnila z čistě zábavného portálu na portál kde lze nalézt široké spektrum druhů videí, mimo jiné i o vzdělání. V další části jsou uvedeny důvody, proč byla tato platforma vybrána jako hlavní didaktický prostředek této práce. Jako hlavní důvody jsou uvedeny jeho lehká dostupnost, velká škála videí, ze kterých si člověk může vybrat a prostředí které YouTube vytváří pro oboustrannou komunikaci mezi člověkem co tato videa vytváří a jeho sledujícími. Poslední část této kapitoly definuje YouTube jako moderní didaktický prostředek. Je zde popsáno, jak lze s touto platformou pracovat, a to buď z hlediska školní osnovy, učitele nebo studentů. Dále pak jsou zmíněny možnosti využití této platformy. Tyto možnosti mohou být na příklad tvoření prezentací, podpora při učení se, podpora kreativity nebo pomůcka pro získávání nových informací. Navíc je zde také popsána změna dnešních požadavků studentů při učení se, a to zejména co se týče jejich postoji k přísunu informací. Ve většině případů dnes studenti požadují velice jednoduchý a rychlý přístup k informacím a YouTube často vnímají ve vztahu učitel-student, který jim však tyto informace rychle předá a oni s nimi mohou pracovat dle svých individuálních preferencí.

Poslední kapitolou je shrnutí informací z teoretické části. Zde je popsáno, jak sociální konstruktivismus popisuje učení jako proces, ve kterém probíhá interakce s druhými lidmi a ve kterém se můžeme dané téma naučit bez pomoci druhých zkušenějších a znalejších lidí jen do určité míry. Dlouhou dobu byl touto znalejší osobou pouze člověk ve fyzické formě,

s příchodem moderních technologií se však tento pojem dá vnímat novým způsobem a to tak, že touto znalejší osobou může být právě YouTube a lidé kteří na tuto platformu natáčejí videa.

Praktická část je rozdělena do sedmi hlavních kapitol.

V první kapitole je uveden cíl celého výzkumu a jeho výzkumné otázky. Hlavním cílem této části je zjistit kdy, jak a proč studenti učitelství anglického jazyka používají YouTube jako moderní didaktický prostředek. Hlavní výzkumné otázky jsou pak následovné: Proč si studenti učitelství anglického jazyka vybírají YouTube pro učení se anglickému jazyku? Kdy studenti učitelství používají YouTube pro učení se anglickému jazyku? a Jak tito studenti pracují s YouTube jako s moderním didaktickým prostředkem pro učení se anglickému jazyku?

V druhé kapitole praktické části je uvedeno pozadí výzkumu. Nejdříve je zde popsána definice kvalitativního výzkumu, který se často používá pro zaznamenání dat a jejich následnou interpretaci. V této práci byla použita metoda případové studie, do které bylo záměrným výběrem vybráno deset případů, kteří byli následně součástí rozhovoru jakožto výzkumnou metodou této práce. Případy jsou v této kapitole poté jednotlivě popsány.

Třetí kapitola se zabývá popisem výzkumné metody, což byl již zmiňovaný rozhovor. Rozhovor byl veden pomocí polostrukturovaných otázek a jeho výsledky byly následně analyzovány a vyhodnoceny.

Čtvrtá kapitola popisuje plán výzkumu a pilotní fázi interview. V první části je popsán dotazník, jakožto metoda zvolená pro záměrný výběr pro rozhovor. V tomto dotazníku bylo padesát jedna univerzitních studentů tázáno na tři jednoduché otázky s odpovědí buď ano nebo ne. Cílem tohoto dotazníku bylo vybrat deset respondentů, kteří budou splňovat dané podmínky, což znamená, že na všechny tři otázky odpoví ANO. Podmínkami bylo, že musí být studenti učitelství anglického jazyka, musí mít nějakou zkušenost s používáním platformy YouTube a musí tuto platformu používat jako didaktický prostředek. Z tohoto dotazníku vyšlo že šestnáct z padesáti jedna respondentů by bylo vhodných pro tuto případovou studii. Z šestnácti vyhovujících případů bylo poté náhodně vybráno pouze deset z nich. Druhá část této kapitoly se zabývá pilotní fází rozhovorových otázek, ve které byla zkoumána požadovaná délka rozhovoru a jeho otázky. Po vyzkoušení rozhovoru na osobě, která splňovala podmínky pro účast v rozhovoru, ale finálního rozhovoru se neúčastnila, bylo zjištěno, že čas vyhovoval

požadavkům deseti až patnácti minut, avšak některé otázky byly příliš matoucí nebo irelevantní, a proto byly buď pozměněny nebo úplně vymazány z finálního rozhovoru.

V páté kapitole jsou popsány dvě kategorie, do kterých byl rozhovor rozdělen – YouTube a angličtina. Toto rozdělení bylo zvoleno, aby ulehčilo dotazovaným ujasnit si na co budou otázky v jednotlivých kategoriích více zaměřeny. Výzkumníkovi to zároveň pomohlo při finálním vyhodnocování získaných dat. Kategorie YouTube byla zaměřena na zjištění otázek proč a jak studenti YouTube využívají k učení se anglickému jazyku. Kategorie angličtina pak zjišťovala, kdy její studenti využívají pro učení se anglickému jazyku.

Předposlední kapitola popisuje výsledky a analýzu rozhovoru. Pod každou kategorií rozhovoru jsou vždy vypsány všechny otázky, které byly respondentům pokládány a následný popis jejich odpovědí. Kategorie YouTube se skládá z pěti otázek a kategorie angličtina se skládá ze tří otázek. V první části této kapitoly je popsána kategorie YouTube. V této kategorii bylo zjištěno, že ve většině případů studenti používají YouTube k učení kvůli velice snadné dostupnosti této platformy, velkému obsahu videí, ze kterých si mohou vybrat a lehčímu vysvětlení jednotlivých hledaných témat. Dalším důležitým faktorem je možnost přizpůsobení si celý proces učení na základně individuálních potřeb studentů. Všichni respondenti také vnímají YouTube jako velice důvěryhodný a kvalitní zdroj znalostí. S touto platformou pak studenti pracují převážně tak, že si pustí video, zastavují si ho na pasážích, které jim přijdou důležité a buď si dělají poznámky nebo si opakují zároveň s člověkem na videu. Všichni až na jednoho respondenta se shodli, že YouTube není dobrá platforma pro oboustrannou komunikaci, protože není zaručené, zda Vám dotyčný na vaše případné dotazy pomocí komentáře odpoví. V druhé části kapitoly je pak kategorie angličtina, ve které bylo vyzkoumáno, že se ve většině případů rozhodli studovat angličtinu, protože je to jazyk hojně používán po celém světě. Dále pak, že studenti s touto platformou pracují, když chtějí nějakou podporu pro své učení nebo jako nástroj pro získávání nových informací. Nejvíce používají YouTube pro procvičování anglické výslovnosti.

Sedmá kapitola praktické části opět shrnuje získané výsledky rozhovorů.

V úplném závěru práce jsou shrnuty výsledné poznatky jak z teoretické, tak praktické části. Je zde popsán vztah mezi sociálním konstruktivismem a platformou YouTube, která jakožto moderní didaktický prostředek často nahrazuje fyzickou interakci s druhými osobami a zastupuje pozici více znalé osoby, která studenty provází jejich procesem učení, což je v této práci vnímáno jako vědomý a záměrný proces. Dále bylo vyzkoumáno, že studenti učitelství

anglického jazyka tento prostředek využívají zejména kvůli lehké dostupnosti, širokému výběru témat a jejich srozumitelnějším podáním. Zároveň také proto, že považují YouTube jako velice spolehlivý a kvalitní zdroj informací. Mohou s touto platformou pracovat podle svých potřeb. Nejčastěji ji využívají na dělání poznámek v průběhu videa nebo pomocí zastavování videa a následného zaznamenávání otázek a opakováním si s osobou na videu. Nejvíce pak YouTube využívají jako podporu pro své učení nebo jako nástroj pro získávání nových informací. Nejčastěji jej využívají pro vylepšení si své anglické výslovnosti.

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7 List of appendices

7.1 Appendix A – interview questions

Introduction to the interview

Hello, my name is Tereza Pecháčková and I am a University student of English for education. First of all, I would like to thank you for participating in this interview for my bachelor thesis. The interview is divided into two categories with total of eight questions and will take approximately ten to fifteen minutes. Before I start with asking you any questions, I would like to ask if it is okay that I will be recording the whole interview? If you agree and you do not have any further questions, let me first start with a few questions about you as an introduction to the interview.

1. Introduction questions

- 1) How old are you?
- 2) At what University do you study?
- 3) How long have you been studying English?
- 4) When did you start using YouTube as a learning tool and how often do you usually use it?

2. YouTube

- 1) Why do you choose to use YouTube for learning English?
- 2) Do you prefer YouTube to other learning tools? Why?
- 3) How do you work with YouTube as a learning tool?
- 4) Do you feel YouTube can be a source of knowledge for you? Why?
- 5) Do you think that YouTube creates environment for a two-way communication between you and the creator of the videos? Why?

3. English

- 1) Why did you choose to study English over other languages?
- 2) Describe the situations if which you choose to study English through YouTube?
(příklad: presentation, support of learning acquisition, development of ideas and creation of ideas, a tool for retrieving new information, self-monitoring and regulation etc...)
- 3) Which aspect of English language learning do you study the most through YouTube?
(grammar, vocabulary, pronunciation,etc.)

That is all from me. Again, thank you so much for participating in my interview and have a nice day.

7.2 Appendix B – interview samples

CASE 8

YouTube

Q1: Why do you choose to use YouTube for learning English?

Ans: Well, because for me it is a more entertaining way to understand a certain topic or to just, you know, overall learn from it. I think that it is also easier than to read it from a book and I always prefer to look for it on YouTube first.

Q2: Do you prefer YouTube to other learning tools? Why?

Ans: Yes, it always gets me very interested in the topic and I often learn about a certain thing more than I originally wanted.

Q3: How do you work with YouTube as a learning tool?

Ans: I usually play the video and make some notes about the content throughout. It really depends on the content of the video. If I'm searching something about, for instance, pronunciation then I just stop it and repeat the words with the person, sometimes I even record myself while doing that so I can hear if I sound similar to the person on the video

Q4: Do you feel YouTube can be a source of knowledge for you? Why?

Well, yes. I use it very often and I would not do that if I wouldn't think that it can provide a great source of knowledge.

Q5: Do you think that YouTube creates environment for a two-way communication between you and the creator of the videos? Why?

Ans: Honestly, this really depends on the channel you are watching. Some creators of the video will respond to you and some won't. So I cannot really give a straightforward answer to this question. I've experienced both so it really depends. However, there is the chance to contact them, if they reply that is a different story.

CASE 8

English

Q1: Why did you choose to study English over other languages?

Ans: Probably because like half of my family lives either in the UK or in Australia and so I've always been close to English since I was little. And later when we started learning it in school I sort of always took it very naturally and not as an obligation.

Q2: Describe the situations if which you choose to study English through YouTube?

Ans: As I already said I use it a lot for, for instance, self-monitoring when I want to perfect my pronunciation. But I often use it also just as a learning support or I take some new information from it, usually when I learn some theory about something.

Q3: Which aspect of English language learning do you study the most through YouTube?

Ans: In majority of cases I use it to study pronunciation or grammar, sometimes I also use it to get some information about some historical event or something.

CASE 9

YouTube

Q1: Why do you choose to use YouTube for learning English?

Ans: Um, honestly probably because it is very easily accessible and the content is way more entertaining than reading it from a book. I really enjoy working with it and because YouTube automatically recommends other similar videos to you I tend to get really caught in them and suddenly I watched like ten videos about tricky words to pronounce.

Q2: Do you prefer YouTube to other learning tools? Why?

Ans: Well, for me this really depends on the thing which I want to learn. For instance I always go there if I want something which is better to hear like, I don't know, the first thing that comes in mind is again the pronunciation. But, yeah, now that I think about it I often also watch some videos about literature, yeah I love those because there is a lot of videos which give you a summary of a book and there is usually some nice animation as well. The same goes for history. So yes, now that I think about it I do prefer it.

Q3: How do you work with YouTube as a learning tool?

Ans: I usually go through the video and make some notes throughout on a paper. Sometimes, when I watch some videos about English history or a summary of a book I like to watch the whole video and after it ends I try to write down as many things as I can remember. Then I watch it again to see if I forgot some information. This always really helped me.

Q4: Do you feel YouTube can be a source of knowledge for you? Why?

Ans: Yes, I mean, I really do think it is a source of knowledge for me. As I said you can find a lot of really interesting educational videos on so many topics. So I do take it as a source of knowledge.

Q5: Do you think that YouTube creates environment for a two-way communication between you and the creator of the videos? Why?

Ans: Well, to be honest i never even thought about this. I guess it sort of does, i mean, you can write comments under the video so i guess. But, um, then again you can't be sure if the person is going to reply to you. So i guess that the environment is there, but it is probably not as used as it could be in my opinion.

CASE 9

English

Q1: Why did you choose to study English over other languages?

Ans: Oh, I always loved English. Not just the language but when I was little my uncle always read me different stories, well they were usually about Disney princesses, but he always read it to me in English so when English started to be obligatory in school I already sort of knew a lot of words and was always the best in class. That's also why I decided to keep learning it, well, until now basically.

Q2: Describe the situations if which you choose to study English through YouTube?

Ans: Well, many times, actually probably most of the time I use it to gain new information, but of course I also use it as a support for my learning at University. As I already mentioned I use it many time to learn about English history or literature so that sort of involves both, new information but also a support of learning.

Q3: Which aspect of English language learning do you study the most through YouTube?

Ans: Most often I use it for pronunciation, sometimes also grammar or some like theoretical knowledge like the history or literature.