# UNIVERSITY OF TARTU

# DEPARTMENT OF ENGLISH STUDIES

# YOUTUBE VIDEO-BASED ADDITIONAL TEACHING MATERIALS TO THE

# TEXTBOOK SERIES *I LOVE ENGLISH*: GRADES 7, 8 and 9

## MA thesis

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## ABSTRACT

The MA thesis titled "YouTube video-based additional teaching materials to the textbook series *I Love English*: Grades 7, 8 and 9" presents teaching material based on YouTube videos. The author chose four topics from the *I Love English* textbooks published in 2005 and 2008: "Scotland", "On the Farm", "Reading Books" and "Travelling Tips" and complemented the textbooks with video material.

The first chapter gives an overview of the advantages and disadvantages of using videos in teaching languages generally and then more specifically, using YouTube videos in teaching. According to researchers, using videos appropriately in teaching may assist the development of several language skills simultaneously and can be highly beneficial to learners. In contrast, using videos in teaching can be time consuming and depends on the equipment available.

The second chapter explains why in the author's opinion was it necessary to complement the textbook series and how video material could be additionally used. To better match some of the criteria of the National Curriculum of Basic Schools in Estonia (2011) and the communicative approach suitable for today's learners, the author compiled additional video material complementing the textbooks that were published before 2011. In addition to four language skills (listening, reading, writing and speaking), the video material compiled focused on developing digital competence and communicative skills. The author took into consideration the literature review, students' feedback on the conducted lessons and analysed the video material compiled, examining the strengths and drawbacks of the video material.

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**INTRODUCTION**

In this paper, the author suggests video material to complement the *I Love English* books for Grade 7-9 published in 2005 and 2008 (Kurm et al.) in order to better meet some of the principles of the National Curriculum for Basic Schools in Estonia, 2011 (henceforth National Curriculum) and the communicative approach emphasised today. More specifically, the purpose of this thesis is to compile additional material to *I Love English* books (*ibid*.) based on YouTube videos.

Firstly, the study material is intended to match some of the principles of the National Curriculum (Riigiteataja 2011) for example, students should have an active role in learning, meaning that students are not there merely to listen but they are given diverse tasks where they can practice different language skills, while the teacher is there to guide and assist. Furthermore, students should be motivated with the help of diverse material that is adapted to students' language level and possible interests. In addition, to develop communicative skills, pair, group work, and class discussions should be encouraged. According to the National Curriculum (*ibid*.), students should be able to compare their culture with the target country's culture by identifying their similarities and differences; and in addition, understand and value the uniqueness of the target culture, increase tolerance and decrease prejudice toward foreign values. Students' conscious and creative use of the target language should be developed, in addition to their studying skills. In basic school, students should acquire a language level that would allow them to cope in the target language culture independently (*ibid*.). The goal of teaching foreign languages in basic schools is to develop the ability to comprehend and interpret the content presented in the target language, communicate purposefully in oral or written form taking into consideration the pragmatics of a foreign language, and to understand the necessity of learning languages (*ibid*.).

Secondly, the study material is intended to match some of the principles of the communicative approach more suitable for today's learners (Renuka 2016). For example, the target language should be used for various purposes and diverse contexts. Furthermore, teachers should guide students to activate their previous knowledge and encourage reflecting on their learning process. Lessons should be focused on developing social skills and promoting efficient team work. Students should be actively engaged in the learning process, whereas the teacher is there to motivate, encourage and acknowledge (*ibid.*). Instead of focusing merely on grammar and reading, learning a language is more about communicating and productive skills, such as speaking and writing. This approach concentrates on student's communicative needs. It is based on using the language, instead of merely knowing the structure of the language. Communicative competence is formed through developing all four language skills (reading, listening, writing and speaking) that are integrated into language lessons (*ibid.*) Language learning is about enriching thinking, developing students' ability to express themselves diversely and correctly, creating texts and improving reading-comprehension skills. In order to apply the communicative approach, the target language should be used for various purposes and diverse contexts. According to the communicative approach (Renuka 2016), students should have more opportunities to discuss various topics of current interest and express their opinion.

The thesis is divided into two parts. The literature review gives an overview of previous research done in the field of using videos in the foreign language class. Firstly, this chapter lists the benefits of using video in teaching foreign language in general. For example, research confirms that learning through video is motivating and enjoyable (Whiting et al. 2010). Videos may also provide authentic and varied language, which gives them the opportunity to see how the language is used in real-life situations in the target country without actually going there. In addition, with carefully chosen activities and tasks, video material

develops all four language skills: reading, writing, listening and speaking (Mekheimer 2011, Schmitt 2008, etc.). Using video in language class develops general communicative competence (Mekheimer 2011), vocabulary (Schmitt 2008, Seferoglu 2008), speaking (Seferoglu 2008), listening (Seferoglu 2008, Wagner 2012) and writing skills (Čepon 2011). Rich language input through authentic audio-visual reception can be used as an effective tool for learning and practicing the four language skills, in addition to lexical competence (Schmitt 2008, Seferoglu 2008), which is defined as the "knowledge of and ability to use, the vocabulary of a language" (Council of Europe 2001: 109). It depends on the teacher how to present topics and conduct lessons to make sure that they meet some of the principles of the National Curriculum and the communicative approach. Lessons should not be based only on the tasks provided in books, but in addition, teachers should include various activities that would in addition to all four language skills (reading, listening, speaking, writing) also develop pragmatics and digital competence.

Secondly, the chapter describes the advantages of using specifically YouTube videos in teaching. As the emphasis in teaching has changed, there are various innovative approaches and new resources that could be applied in teaching. One of such technological advancements is the video-sharing website YouTube that provides students with diverse opportunities for improving their language skills (Dean 2008: 231, Weinberg 2009: 292). According to Peterson (2000), teaching material plays an immense role in motivating students to learn a language; thus, it is important to carefully choose the video material. This paper introduces the benefits of using YouTube videos in foreign language class, which led to complementing the *I Love English* book series particularly with YouTube video material. Researchers (e.g., Nejati 2010, Alimemaj 2010) claim that YouTube could assist teachers in planning their lessons in a more meaningful and interactive way. The video-sharing website gives access to formal, neutral and informal language, and several genres, such as political speeches, lectures,

songs, parodies, talk shows and debates, with the help of which students can acquire diverse vocabulary and use it in the various follow-up activities. Some drawbacks are also specified, for example, not all English classes have Internet access or a computer and choosing an appropriate video may take time as videos cannot be diagonally viewed. However, the influence on the language development is noteworthy and should not be ignored.

The empirical part of the thesis describes how the *I Love English* books (Kurm et al. 2005, 2008) could be complemented with material based on YouTube videos. As the books (*ibid*.) were published before 2011, they could be complemented with videos, tasks and activities that would better meet the criteria of the National Curriculum and the communicative approach relevant to contemporary learners. The author chose four topics taught during her teacher training: "Scotland" and "On the Farm" from *I Love English 5* (Kurm et al. 2008); "Reading Books" from *I Love English 6* (Kurm et al. 2008); and "Travelling Tips" from *I Love English 7* (Kurm et al. 2005), that are complemented with seven YouTube videos (Primary sources: videos).

The author then analyses the material compiled with the help of the literature review and the feedback of the students taught during the teacher training. The author analyses the strengths and possible drawbacks of the study material with the help of the students' feedback and literature review, considering how each activity benefits students, in which way students are involved in activities and whether they have an active or a passive role in learning. Moreover, the author examines whether it is time consuming for the teacher to find a video that would meet the aims of the lesson and choosing tasks or activities accordingly. The author also elaborates on how the students reacted to the compiled video lessons based on her teacher training experience and how teaching is affected by the equipment available in the class. The author includes the lesson plans with pre, while-, and post-viewing activities, worksheets, discussions, vocabulary learning activities, pair and group work, etc.

**CHAPTER 1**

The following chapter introduces authentic and educational videos used in language teaching. The chapter also describes the benefits of using video material in teaching English. More specifically, the author gives several reasons why and how teachers could use video sharing website YouTube in language lessons. The chapter also examines possible drawbacks to using YouTube videos in teaching. In addition, this chapter gives a brief overview of the research done in the field of using video in teaching foreign languages.

## 1. 1. What types of videos are there? (Authentic/educational videos)

One way to categorise videos by type is divide them into educational videos and authentic videos (Peterson 2000). Educational videos focus on the language functions through presenting communication situations (e.g. greetings, giving advice or directions, etc.). The role of the educational video is also the introduction of the target country and its culture. In addition, the focus can be on teaching the language through interesting stories or different topics. Educational videos differ from the authentic as they focus on a specific group, its interests and language level. Thus, according to Harmer (200), educational videos could be more interesting and easier to comprehend than for example film. However, educational films are usually produced on a low budget, often leading to poor quality and acting. In addition, the language usage sounds unnatural and situations are fictional, which for a student may form a false image of the actual language use (*ibid*.).

According to Peterson (2000) and Sherman (2003), authentic videos are not produced specifically for language learning. Authentic video material could be a film, a documentary, a news program, a commercial clip, a short animation, a music video, etc. Sherman argues that using authentic videos is a great learning tool, as they are easy to access, interesting to watch;

different accents, dialects and slang are introduced; and students see how different grammar or vocabulary is used in various situations. According to Peterson (2000), authentic material is also a good source for introducing the target language culture: short episodes from films could be used, depending on the aims of the lesson, for showing everyday situations and language usage, or introducing lifestyle and traditions of the target language speakers. Documentaries can be helpful in showing historical events, scenes from the historical places with commentaries, discussions and interviews regarding different topics, etc. (*ibid*.). Authentic video materials are often used in language class to develop generic competences, such as intercultural awareness (Tabatabei et al., Mekheimer 2011) and critical thinking (Seferoglu 2008). Authentic videos increase students' cultural awareness by showing how people communicate in everyday situations, which clothes they wear, which food they eat, etc. (Harmer 2003).

In her research, Kullamaa (2011) asked the teachers whether authentic videos should be preferred to educational. Most of the teachers agreed that it is easier to use authentic videos as there are countless videos to choose from, they are easily accessible and usually free. Kullamaa (*ibid*.) shows that in the beginners' class it is easier to use educational videos as they are compiled in accordance with students' age, language skills and each video has a concrete purpose that can be easily matched with the aims of the lesson. Educational videos usually go together with the book and already come with plenty of worksheets, which makes it easier and less time-consuming for the teacher to plan the lesson.

Authentic and educational videos have different functions, but can both be beneficial for students. YouTube is a video viewing platform that provides access to various types of videos, including educational and authentic ones. In this thesis, the author compiled video material using both.

## 1. 2. Using videos in teaching

According to Berk (2009), video is a vital tool in learning as it utilizes both left and right hemispheres of the brain. Video also benefits the human brain's core intelligences (verbal, visual and musical) that covers all of the ways that the human brain learns. Video can automatically activate all of these intelligences. Berk (2009) claims that using brain's both hemispheres and activating all core intelligences can create the ideal learning situation. Harmer (2003) adds that body language seen from the video helps to understand the content. Video material assists learners' comprehension as they can simultaneously listen to the language and receive visual aid such as facial expressions or gestures that support the message conveyed verbally.

Furthermore, a better understanding of the video content motivates students to continue learning; as the visual aid makes it easier for students to understand the content of a video, it can act as a small achievement for a student, leading to the increase of motivation and maintaining focus in class (Harmer 2003). It is suggested that using video material in class complements the target language with visual aid, may improve audio-visual language competence, reduce anxiety during the listening tasks and help to notice intonation, pauses, stresses, voice tone, etc. Video helps the learner express different ideas in a more natural way, as it offers various ways of conveying different messages.

Canning Wilson (2000), Gallacher (2003) and Moobin (2008) state that videos can help students to associate the learnt grammar and the vocabulary with real life situations. Videos bring the target country's language and culture into the classroom and give subject matter for discussion (Stempleski and Tomalin 2006). Schuck and Kearney (2008) found in their study that with the help of videos and culturally responsive teaching, learning outcomes were cited high and results outweighed the cost of technology. Stempleski and Tomalin (2006) agree that video material is a great tool when discussing cultural values and traditions of the target country. Video material can raise awareness of other cultures, teaching pragmatics and

introduces realistic models for students to imitate, for example through role play. The teacher should use diverse videos that could show how people in different areas of the target country live. In addition to everyday situations, students could also learn from the videos about the target country's geography, politics and socio-economic status (Istanto 2009). Using only book material does not provide students with the knowledge how the target language speaker uses his or her body language to communicate the message.

Stevenson (2013) also claims that videos can provide authentic and contextualized language patterns of the English language giving students the opportunity to experience in class what was previously possible only when visiting English-speaking countries. For example, a short advertisement on YouTube can be an example of the English language use in the daily life of a native-speaker (*ibid*.). In addition, students can learn by imitating real-life conversations (e.g., with the help of a short film) including commonly known expressions, gestures (with teacher's guidance, directions and additional explanations) and the natural flow of speech (*ibid*.). A well-constructed lesson that acknowledges the benefits of audio-visual reception and gives students various opportunities to learn through videos can be compared with the situation where children acquire their first languages via rich language input (Herron et al. 2006).

Research (for example see Canning-Wilson 2000) confirms that students generally enjoy learning with the help of videos. More specifically, video input triggers emotional reactions and influences students learning outcomes positively (Whiting et al. 2010). In addition, a short video clip can act as a springboard for pre-, while-, post-viewing tasks, making lessons more diverse and interesting for the students (Jurkovic 2015). It is also possible to choose from a wide range of different types of videos: short films and animations, advertisements, educational videos (engaging different subjects, such as history and art), tourist guide videos, etc.; that can increase the dynamics of the lesson (if they are well-chosen

and complemented with different activities). Diversity, students' enrolment and mind-broadening tasks that meet students' interests keep students motivated, which is extremely important in second-language acquisition (Kalyuga 2005). Researchers (e. g., Huczynski et al. 2004, Seferoglu 2008, Mekheimer 2011, Kuppens 2010) agree that if all students are included and their needs or limitations (e.g., different learning styles or language levels) are taken into consideration, using video in class should have a positive effect on motivation and self-learning outside the classroom.

## 1. 3. Pros and cons of using YouTube videos in teaching

Information technology has opened up new prospects for innovative approaches in teaching, providing various new and exciting learning resources, such as a video-sharing website YouTube (Dean 2008: 231, Weinberg 2009: 292). YouTube provides easy access to countless number of authentic video material. Alimemaj (2010) claims that technological advancements, such as YouTube, provide learners with enormously varied new tools for improving listening skills. Nejati (2010) argues that YouTube is critical when it comes to practicing the target language pragmatics, improving sociolinguistic competence, engaging students in various projects and discussions, preparing learners for likely future encounters with the target language speakers, including communication in computer-mediated environment.

Alimemaj (2010) emphasises the crucial benefit of YouTube, which is helping students to become autonomous learners. In her study she asked groups of students to point out the benefits of this certain video sharing platform and their answers can be summarised as follows: YouTube is useful for learning a language in and out of the classroom, as various styles and genres of the authentic language can be found, it can help students explore the target culture in a variety of ways and develop their learning autonomy levels as it encourages them to watch videos and clips continuously (*ibid*.). In Nejati's opinion (2010), YouTube

provides students with unlimited access to formal, neutral, informal language and all kinds of genres, such as political speeches, lectures, songs, parodies, talk shows and debates, where they can acquire diverse vocabulary in context, which will help memorisation.

The teacher can compile the whole lesson based on a YouTube video, including activities that develop digital competence, which was added to the National Curriculum in 2011 (Riigiteataja 2011).

> "Digital Competence involves the confident and critical use of Information Society Technology (IST) for work, leisure and communication. It is underpinned by basic skills in ICT: the use of computers to retrieve, assess, store, produce, present and exchange information and to communicate and participate in collaborative networks via the Internet." (European Parliament and the Council, 2006)

Students should be able to find and store information using digital appliances and evaluate the credibility of this information. Moreover, they should learn how to use the right technology to solve a specific problem; communicate and work together in different digital environments, know the dangers of these environments and how to protect their privacy and personal data (Riigiteataja 2011).

Teachers apply YouTube primarily to capture students' attention by showing videos related to the topic of the lesson. The easy accessibility makes it convenient for the teacher to show a YouTube video without worrying about copyright laws. According to Mullen and Wedwick (2008), instead of searching videos on CD-s or DVD-s from a school library, the teacher can save time by looking up a video related to the topic of the lesson on YouTube, which also allows more spontaneity in class.

Using YouTube videos in class has several limitations, considering time, technology and efficiency. Finding a suitable video may take more time than finding a suitable text, as videos cannot be diagonally viewed (Peterson 2000). It also depends on the equipment that

the teacher has in the class as not all schools have the opportunity to provide language classes with the Internet connection, computers, screens, or projectors. Even the Internet connection can sometimes let the teacher down and it is necessary to have a back-up plan (*ibid*.). In addition, according to Alimemaj (2011), YouTube videos may present the challenge of the poor sound quality, pronunciation and slang that can impede comprehension. However, in real life, people do speak with various accents and dialects; thus, students should be exposed to different kinds of pronunciations, preparing them for real life encounters with the target language speakers (Jenkins 2011). The disadvantage of the YouTube videos is the possibility that a particular video the teacher planned to use in a lesson may not exist anymore, as videos are being added and deleted from the site constantly. The primary reason why videos are deleted from the site is copyright infringement (Jones et al. 2011).

Another drawback of using video material in class lays in the difficulty of choosing the appropriate material. Videos available can be too complex for the students, the length of the video inadequate, or the video is irrelevant to the topic of the lesson. Al-Salem (2009) also states that it can be difficult and time consuming for the teacher to find video material suitable for the aims of the lesson and students' language level. He adds that even if the video is relevant, there might be too much new information for students that the teacher has to spend most of the class on explaining the new vocabulary, expressions, or ideas. Another aspect that limits the number of suitable videos, is the inappropriate spoken and non-verbal language often used in authentic videos. In addition, the quality of the video should not interfere with watching the video and working with it (Harmer 2003). YouTube videos can lack of proper subtitles. The teacher has to check whether the subtitles are correct and if not, draw the students' attention to the correct spelling or grammar

It is also important to pay attention to the length of the video, as with a video too long students could lose interest, especially if there are many new vocabulary items and specific

expressions that they have difficulties in understanding (Moobin 2008). The choosing of the video length depends on the teacher's approach to viewing the video. If the video is more than 5 minutes long, it might be reasonable to pause it to give students a chance to discuss what they have seen so far, to take notes, check a vocabulary list, or ask questions. The teacher should not use video material only to pass the time or for merely entertainment, for example at the end of the course when there is little time for working with the video. Moobin (2008) also claim that video itself is not interesting for students to watch unless there is a task involved. The teacher should watch the film several times before deciding on which short episode to show in class, which can be time consuming. Furthermore, to assist students in working with the authentic video, the teacher can provide vocabulary or even transcripts, but it can be time consuming, as the teacher has to first create the transcripts of their own in addition to developing vocabulary lists or tasks.

Some teachers prefer not to use videos in class as they are afraid of new technology (Peterson, 2000). Therefore, Peterson suggests testing the equipment and trying out various methods of using the video material before the lesson. This will save time in class and avoid uncomfortable situations where the teacher cannot conduct the lesson as planned because of incompetence with equipment. In addition, equipment itself can fail, thus the teacher has to have a back-up plan, which means that lesson planning can be time-consuming.

In her research, Kullamaa (2011) concluded that 39 out of 169 teachers do not use video in class for various reasons that can be summarised as follows: videos are unnecessary; both preparing and conducting video lessons are time-consuming; students get distracted from learning and it may cause disciplinary problems; students start expecting that lessons should always be fun only; after using video in class, students are less motivated to work with a book; students spend too much time on the Internet already; videos can contain incorrect language.

There are different ways to use diverse sources and techniques to develop different skills and it usually requires additional time and planning, but the diversity of materials make the lesson interesting and motivating for the students (Peterson 2000), which is an essential part of the learning process emphasised in the communicative approach (Renuka 2016) and the National Curriculum (Riigiteataja 2011). Integrating YouTube into lessons may present challenges, but benefits far outweigh few problems associated with it. Several theses have been written on using online video materials in English classes in Estonia, such as "Developing Listening Skills and Motivating Students through Films and/or Videos" (Pihel 2012) and "The Use of Information and Communication Technologies in Teaching English as a Second Language in Estonian Schools" (Ohu 2013), where it is emphasised that development of information technology should encourage new teaching styles and strategies that involve more diverse and contemporary learning material. Kullamaa (2011) conducted research where she questioned 169 teachers of English in Estonia about using video in class and concluded that 160 teachers believe that video material is useful in teaching, as it adds diversity to the class, visualises the material taught, makes the lesson more vivid and lively, helps to gather students' attention and motivate them.

## 1. 4. Planning a lesson based on a YouTube video

Students should be exposed to the diverse possibilities of technological advancements so that they could easily adapt in today's world of technology (Riigteataja 2011). YouTube video material with pre-, while-, and post-activities is a great way to complement the books, because of the advantages of YouTube videos mentioned in Section 1.3. If well-structured, the lessons based on YouTube videos could meet some of the principles of the National Curriculum and communicative approach brought up in the introduction. YouTube provides countless videos of any type, including educational and authentic ones, giving the possibility of choosing a video according to the aim of the lesson. The teacher should take into

consideration that watching a video should always be a goal-oriented activity not merely an entertainment (Houcine 2011). Harmer (2003) adds that video should be in accordance with the students' language level so that they would keep interest in watching and further learning. Students should be motivated to watch the video, for example with an interesting topic or through a challenging activity. The length of the video depends on the students' level of English, the aims of the lesson and how the watching of the video is approached. Generally, it is said that if the video lasts longer than 5 minutes, it is harder for the students to pay attention (Peterson 2000). Therefore, it is reasonable to pause a video that is longer than 5 minutes and ask students questions related to the video or explain some essential elements in the video. It is easier to plan the lesson around a 2-5 minute video; it is difficult to plan a meaningful lesson around a video that lasts less than that. The video material should allow the teacher to plan diverse activities with different levels of difficulty (*ibid.*).

A video lesson can be divided into three stages: pre-, while-, post-viewing stage. Each stage should have an aim, which is clearly stated to the students before each activity, so that the students know what is expected from them and why (Peterson 2000). Activities should be conducted depending on the aims of the lesson. The teacher prepares activities for each stage and chooses corresponding tasks to the video. Harmer (2003) states that when students are aware they are supposed to complete a task, or an activity during or after the video, then they are more likely to concentrate on the video and learn more from it. In pre-viewing stage, the teacher gathers students' attention, examines their previous knowledge about the topic and gives the instructions for watching the video so that the students were motivated. Rammal (2006) agrees that this part of the lesson is important for preparing the class for watching the video, but could also be used for introducing the topic to the students. There are numerous ways to activate students in the pre-viewing stage; for example, Evans (2006) suggests that the teacher could give a beginning of a story and the students have to predict how the story

evolves, helping students to concentrate on the particular topic. To activate students' previous knowledge of the topic, the teacher asks questions or encourages a discussion regarding the topic (Peterson 2000); a brainstorm in relation to the topic is also an option (Evans 2006). The teacher may also engage students in a debate regarding the video topic, where students are supposed to find supportive and counter arguments from the video. They can also look up additional information online to support their arguments. Such activities will teach students how to analyse information and present their arguments and in addition, develop their speaking, reading and digital competence skills. The teacher could also prepare students for watching the video by introducing the vocabulary. Penny Ur (2016) suggests that students look up the word in an English dictionary, additional information and sample sentences. Vocabulary should be taught in the context and out of context; thus, the vocabulary could be introduced before the videos out of the context and then students encounter the words in video context. The vocabulary should be encountered several times to assist memorising the new words (*ibid*.).

It is essential for teachers to include tasks such as using online sources for searching, summarising and presenting information, whereas the teacher should guide students by showing various sources and the possibilities they offer (Riigiteataja 2011). For example, a video lesson might include showing a YouTube video that students have to summarise using online sources such as Google Docs, then share it to the teacher so that she or he could give immediate feedback. Then, with the help of the teacher, the students make a PowerPoint presentation regarding the video, presenting it in the class so that the others might also gain new knowledge about the topic.

Usually, students watch the video twice. The first time is for general understanding and the second for detailed watching and completing the tasks. In post-viewing stage, the teacher asks for the students' reaction to what they have seen either in written or oral form. In this

stage, students use information from the video in new situations and look up for extra information if necessary. Post-viewing activities could involve summarising discussion of the main problems, answering to questions given by the teacher, a debate, role play, writing a summary, etc. (Peterson 2000).

The teacher can also choose the activities according to the genre of the video. When choosing an episode or a clip from a film, there are plenty content-related activities that could be conducted in class; for example, students explain what happened in the clip and why, or they are asked to arrange the events into a proper sequence, discuss which genre is it and why in their opinion is the film interesting. Before watching a clip from a film with the class, the teacher should explain the content of the film and introduce the characters, so that the certain episode would be easier to follow (Peterson 2000).

There are also character-related activities where students have to, for example, describe the appearance, language and actions of a character, explain the psychology of the characters – what do they think or feel and what could be the reason for their actions. Students could try to place themselves in the character's position and think what they would do in this situation (Peterson 2000).

Activities that develop students' independence and creativity could involve complementing the content of the film or creating a new beginning/ending; describing the characters, the plot, or the space through the soundtrack; creating a new title, comparing the space of the film with one's own dwelling; or predicting what happens after the story ends. Creating a new title for the film is probably the most challenging as the student is expected to have a vivid imagination as well as understand the logic and the content of the film. When using an animation, the teacher has to choose a video in accordance to the students' age. In order to alert students' imagination and creativeness, the topic has to be interesting to the

majority of the class. The teacher should choose a clip where the visual supports the text or audio, so that the students would be able to remember the content better (Peterson 2000).

A news programme can be used in the beginners' class, where during the video, students detect and memorise different word classes heard on the news. After watching the news, students could answer following questions: What happened? When? Why? Who was involved? What were the consequences? Students could also use their imagination and create a new title for each news story. However, references to the target language country's politics or geographical places might be difficult to understand and students could lose interest (*ibid.*).

Commercials are mostly short, they have a certain structure and all words carry a significant meaning; thus, the language has an important role in a commercial. Before the commercial, the teacher could introduce several methods how they are generally structured. During the commercial, students could make notes about what is advertised, to whom and how. The tasks should be given before listening. Even the simplest task will give the student motivation and guidance while watching the video (*ibid.*).

In conclusion, YouTube provides many videos that could be used for planning lessons that could help to meet the students' needs according to the National Curriculum and the communicative approach. The teacher's task is to choose appropriate videos and compile activities matching the aims of lessons and students' language level. Compiling video lessons can be time-consuming and drawbacks may occur, but the benefits of using videos in lessons exceed the difficulties associated with planning and conducting the lessons.

**CHAPTER 2**

The *I Love English* (Kurm et al. 2005, 2008) books were composed in accordance to the National Curriculum of the year 2002 to prepare students for the final exam in Grade 9. However, the books in question were published before 2011; therefore, they could not include activities that developed digital competence (Riigiteataja 2011). In the following chapter the author describes how *I Love English* (Kurm et al. 2005, 2008) books could be complemented to better match the criteria of the National Curriculum and the communicative approach described in the introduction. Moreover, the author explains how teachers could use video material to complement *I Love English* (*ibid*.) series. The feedback of Väätsa basic school's students on using YouTube videos in English classes is also included. The chapter presents study material, including seven YouTube videos and pre-, while-, post-viewing activities or tasks. Then, the author analyses the strengths and possible drawbacks of the study material with the help of the students' feedback and literature review.

## 2. 1. The *I Love English* (Kurm et al. 2005, 2008) book series: why and how to complement the book material with the help of videos?

This thesis aims to compile video material for students in the third stage of study (Grade 7-9). The material is tended to complement the *I Love English* students' books 5, 6 and 7, published in 2005 and 2008. Four topics were chosen from the *I Love English* book series (Kurm et al. 2005 and 2008). Firstly, the topic "Scotland" (Unit 11, pp. 71-78 was chosen from *I Love English 5: Student's Book* for Grade 7 (Kurm et al. 2008). Secondly, the topics "On the Farm" (Unit 11, pp. 72-78) and "Reading Books" (Unit 12, pp. 78-86) were chosen from *I Love English 6: Student's Book* for Grade 8 (Kurm et al. 2008). Finally, the topic "Travelling Tips" (Unit 11, pp. 71-77) was chosen from *I Love English 7: Student's Book"* for Grade 9 (Kurm et al. 2005).

In the "Scotland" chapter there are altogether eleven tasks, which develop four language skills through listening, reading, writing and speaking tasks. The chapter includes illustrations and information about target-language culture and there is also a singing task. There are thirteen exercises in the "Reading books" chapter and at least seven of them involve speaking. There are also several reading exercises and tasks regarding reported speech, one listening task and one activity done in pairs. The "On the Farm" chapter contains twelve exercises; there are several tasks that involve writing and speaking, two reading tasks, one listening and pair work activity. The chapter includes illustrations, necessary vocabulary regarding farms and grammar tasks related to reported speech, questions and requests. The chapter "Travelling Tips" contains eleven exercises covering all four language skills.

However, during the teaching practice, the author chose to teach these topics using additional material. The *I Love English* books (Kurm et al. 2005, 2008) offer various topics and exercises developing four language skills but could still be complemented with material that has more up-to-date information about the target country and its culture. The teacher could use more authentic texts, audio and visuals to make the lessons even more diverse, interesting and beneficial to students. For example, the books could be complemented with material that introduces formal, neutral, informal language and diverse genres, such as political speeches, lectures, songs, parodies, talk shows, or debates. The additional material could offer activities or tasks diverse enough to develop digital competence and communication skills described in Section 1.3. For example, students should be given opportunities to search and analyse information from online sources, evaluating the credibility of the information and using the appropriate technology for solving a specific problem.

## 2. 2. The process of compiling the video material

During the teaching practice, the author compiled material based on educational and authentic YouTube videos to complement the *I Love English* books (Kurm et al. 2005 and 2008). Firstly, the author briefly analysed the books used during her teaching training. Then, the author used seven videos to compile lesson plans for Grade 7-9. The lessons were conducted with the help of the lesson plans based on YouTube videos. Next, the author conducted a questionnaire among the students in regard to the lessons conducted. The lesson plans presented in the thesis are based on the material used during the teacher training, but they are modified. The author used her experience, students' feedback and literature review to improve the lesson plans to better meet the criteria of the National Curriculum and the communicative approach described in the introduction. Still, the teaching material compiled presents some drawbacks, which are analysed, and could be further improved in the future.

The author focused on accompanying the videos with pre-, while-, and post-activities where students were engaged and the teacher was there to direct and assist. The focus was more on the activities rather than the content or the quality of the video. The visual material itself was the basis for the various activities and tasks that increased the dynamics of the class and enriched students' knowledge in various spheres. Visuals were combined with diverse tasks and activities, such as pair or group work; finding, summarising, analysing and presenting information; class discussions; finding answers from the video; expressing thoughts and opinions; etc. The activities were chosen to meet the aims of the lessons and benefit student's language development.

The author prepared activities for pre-, while-, post-viewing stage and chose corresponding tasks to the video. In pre-viewing stage, the teacher gathered students' attention, examined their previous knowledge about the topic and gave the instructions for

watching the video to keep the students motivated. To activate students' previous knowledge, the teacher chose to do a brainstorm in relation to the specific topic. Then the students watched the video. The video was watched mostly twice, the first time for general understanding and the second for detailed watching and completing the tasks. In the post-viewing stage, the teacher asked for the students' reaction with the help of class discussion, pair or group work. At the end of the lesson, the students completed a worksheet regarding new vocabulary, so that they could encounter new words several times and in different contexts.

The lessons compiled by the author of the thesis can be modified according to the students' level of English. These activities are rather universal and can be applied to different videos. These lesson plans share a similar pattern of the sequence of the activities. Firstly, the author conducted an activity to activate students' previous knowledge, such as brainstorm. Then students completed a vocabulary sheet regarding new vocabulary. After that, the video was watched and the students engaged in completing different tasks regarding the video. Then students were engaged in class discussions, pair or group work. Finally, the students completed a worksheet regarding the vocabulary presented in the video. The video material allowed planning diverse activities with different levels of difficulty.

The preparation did take a considerable amount of time, even though the videos were mostly short. In order to compile different worksheets and tasks, most of the text from the video had to be transcribed. In this process subtitles were very helpful and the video could be paused when necessary. Once the text from the video was written down, it allowed creating vocabulary lists, worksheets, texts used in various interactive and communicative activities. It was easier to find interesting videos for students of higher level of English. Interesting topics usually include difficult vocabulary. With the regard to vocabulary teaching, Penny Ur's (2016) vocabulary teaching tips were considered.

## 2. 3. Students' feedback: the participants and the procedure

The author compiled a questionnaire to learn the students' opinions in regard of the topics and tasks provided in *I love English* books (Kurm et al. 2005, 2008) described in Section 2.1. The aim was to receive feedback on students' needs regarding different types of activities in English classes. More specifically, the purpose of the questionnaire was to receive students' feedback on video activities conducted during the teacher practice in the Väätsa basic school. With the help of the questionnaire, the author aims to analyse the advantages and disadvantages of the video material compiled in Section 2.4.

The author compiled a questionnaire for students from the Grade 7-9 she taught during her practice at the Väätsa basic school. The author compiled the questionnaire using Google Forms (Küsimustik 2017) with open and closed questions and sent it to the English teacher at Väätsa basic school, who then forwarded the form to students of Grade 7, 8 and 9. The questionnaire was sent to the school on the 10th of May, 2017 via e-mail and 35 responses out of 50 (70% of the pupils) were received in the following two weeks. The questions regarded the *I Love English* books published in 2005, 2008 (Kurm et al.) and the video lessons taught by the author. The questionnaire was compiled to find out the students' opinion of the four topics (see Section 2.1.) covered in the *I Love English* book series (*ibid.*) and how they were presented in the books. The students were asked to comment on what types of activities they would prefer in English classes and give feedback on how the topics (see Section 2.1.) were presented by the teacher. In the process of the analysis the author found a limitation of the questionnaire. Students were asked to choose which types of activities they preferred in English class, the options did not include all possible activities, for example speaking activities and it was not possible for the students to add their own option. However, in the following question regarding their preferences of the activities conducted in English class, there were plenty of options and the students could add their own options as well.

When asked what kind of activities students preferred, group work was listed as first, pair work as second, looking up information online as third and video tasks as fourth. All in all, they could either choose from 11 preferences or add their own. When asked which activities could be included in the lesson more often, students preferences ranged from dictation tasks to class discussions, but mostly the students wished group and pair work to be included more often. More than half of the participants also wished there were more speaking activities in the book. According to the students, the topics were interesting and mostly well-presented by the teacher.

On the one hand, the topic "Scotland" was interesting for the students in Grade 7, because they found out interesting facts about Scotland. Some also added that there were many diverse tasks on Scotland and it was pleasant to be involved in a discussion about the topic. On the other hand, some claimed that there could have been more class discussion, video watching and even performing plays.

Students in Grade 8 stated that the topic "On the Farm" was interesting for different reasons: they could talk about different animals and plants, learn new words regarding the topic and apply vocabulary that they had already known. Some stated that the lessons could have covered even more new vocabulary. Most of the respondents thought that the topic was thoroughly presented in the book and the texts were informative. Some added that there could have been more speaking activities and pair work. There was also a student who wished that the teacher could have talked more about her experiences with farms.

The students in Grade 9 were asked to comment on the topic of "Travelling Tips" and in general the students considered the topic interesting and well-presented. However, if one student claimed that it was interesting to acquire new knowledge of different countries, another said that he or she was not interested in travelling at all. Some students stated that the lessons were diverse and informative, but then again couple of students thought that the

lessons could have been even more diverse or that they would have enjoyed watching a film or making posters.

In general, the students found that the topics were interesting and most of the students were pleased with the books, as they provided informative texts and useful illustrations. Mostly students preferred group work to other activities and wished that there could be more speaking activities, such as pair work and class discussion. The results of the questionnaire showed that the students' interests and personal preferences vary greatly. While some of the students claimed that there were enough class discussions, there were at least one student who wished to be engaged in class discussion more often. The activities that students wanted to have in class more often ranged from video watching and speaking to performing plays. Thus, the author concluded that it is impossible to take into consideration all of the needs and preferences of the students when compiling lesson plans even though, more pair or group work, speaking and class discussions could be included. In addition, the students' feedback can be useful in analysing the video material in Section 2. 4. and making further suggestions for improvement.

## 2. 4. The analysis of the lessons based on 7 YouTube videos

When compiling the lesson plans, the author kept in mind that the each activity chosen has to benefit students (see Section 1.3.). In the detailed lesson plans, the author brings out how each activity benefits students (see Appendices 1-11). The author followed the principles suggested in the literature review (see Section 1.3.); therefore, in the pre-viewing stage, students' previous knowledge is activated mostly with the help of a brainstorm or by teacher eliciting a class discussion (e.g. Appendix 1). The activities also help students to practice speaking and expressing their opinion, developing communicative competence. Preparations for watching the video also involve introducing the vocabulary regarding the video so that

students could understand the video better. Instructions are given before the activities so that students know what is expected from them and why, keeping them motivated.

According to the definition of authentic and educational videos in Section 1. 1., most of the videos used in this thesis are authentic with the exception of two videos that are educational (Farming Plants Seeds…and What is Literature…) and originate from the educational video sharing platform Ted-Ed. Taking into consideration that using various types of videos make the lessons more diverse and interesting (see Section 1.3.), the author used two tourist guides (This is Scotland and Top 5 Places…), a television show (Karl's Land Dive), educational videos (How Farming…and What is Literature…) and historic videos (10 Archaeological…and 17 Most Mysterious…). In the videos, various accents, formal and informal language are introduced, giving students the opportunity to experience how different vocabulary can be used in different contexts. Vocabulary regarding the video is usually encountered several times to help memorisation. Diverse videos add spontaneity to the lessons and students are more attentive (see Section 1.3.).

The lessons focus on communicative approach that the books lack of (see Section 2.1.) and involve pair work, group and class discussions. The students' feedback (see Section 2.3.) also suggests that lesson could involve more speaking activities. Therefore, the author tried to involve as many speaking activities as possible. All video lessons include at least two speaking activities. Some lessons involve class discussion, pair work and group work altogether (e.g. Appendix 3). Students are in an active role and teacher is there mostly to guide the process.

Moreover, the lesson plans are intended to prepare students for future encounters with target language speakers (see Section 1.3.). For example, the teacher explains the peculiarities of the northern accent in the "Karl's Land Dive" video (Appendix 5) and emphasises the importance of knowing that different accents exist within a country, thus developing

sociolinguistic competence. The lessons are also aimed to develop digital competence with the help of making presentations, looking up information online, analysing and evaluating the credibility of information and presenting information (e.g. Appendices 6, 9 and 10). It is necessary for students to learn how to solve a specific problem with the appropriate technology. For example, it is reasonable to use online PowerPoint to present a group work, so that everyone can edit it simultaneously.

The videos in the lesson plans compiled are usually watched twice and not shown merely for entertainment as there are always activities that follow the videos. The teacher explains what the purpose of the activities is and how they are connected to each other, so that students realise the relevance of the activities. Various types of activities develop multiple language skills. In addition to the skills already mentioned, students learn how to find supportive arguments to a statement. For example in the video lesson about the necessity of reading books (see Appendix 4), students have to find supportive and counter arguments for reading books from the video. They watch and listen to a video, write down relevant information, analyse and synthesise this information in groups and present it, developing several skills simultaneously.

At first, compiling the lesson plans was more time consuming than expected, but at the same time it was interesting and mind broadening for the teacher. Videos were easily accessible and there were countless of them to choose from after the author had typed in the topic to the search bar on YouTube. At first it seemed easy to select a video taking into account the length, the appropriate level and language and relevance. However, the author had difficulties with choosing the right video and experimented much, as she was not entirely familiar with the students' level of English. For example, the author made the mistake of choosing a video (This is Scotland) where visuals were not supported by text and the names of the places students had to write down were complicated, making it difficult to complete the

task (see also Appendix 1). The teacher had to explain additionally that students do not need to write down the whole name of an event or place, only the type and the location. The author also chose a video that lacked of good quality that impeded the comprehension of the speech (Karl's Land Dive). Fortunately, the content kept students attentive and allowed to compile many activities based on the video. The experience showed that planning the lessons and choosing appropriate activities was easier when the teacher already knew students' abilities.

On the one hand, it was easier to work with the educational videos as the subtitles were professionally edited, making it easier for the students to follow the video and for the teacher to compile vocabulary tasks. In addition, educational videos were more advised and had good quality. On the other hand, the vocabulary in educational videos was rather complicated, making it hard to choose a video matching the students' level of English. The videos had to be watched several times and in order to compile some of the tasks also transcribed, making preparing time-consuming. The Internet connection and projector had to be checked before the class and if there were any obstacles, it took additional time to solve the problem, which in turned caused and there to be less time left for the activities.

The author learned that several tasks had to be involved regarding the vocabulary, so that students would not merely have the vocabulary lists, but they could use the vocabulary in different contexts and understood the relevance of the vocabulary tasks. According to vocabulary teaching tips overviewed in Section 1.3., it was even suggested to introduce the vocabulary again another time in the future, so that the students would acquire the vocabulary better and realise that these words are common, keeping the students motivated. The author also learned that the video should not be too long, as the students lose interest and start to question the necessity of the video task, as it happened with some of the students during the 9 minute long video about the mysterious places around the globe (17 Most Mysterious…). It should also be kept in mind that the videos used in this thesis were easily accessible at the

time, but there is always a chance that a video disappears from YouTube, for example, because of the copyright laws mentioned in Section 1.3. Nevertheless, the lesson plans are rather universal and activities could be applied to other similar videos.

**CONCLUSION**

The aim of the thesis was to give a general overview of the theory of using videos in language teaching and then more specifically, using YouTube videos in teaching English. Furthermore, the thesis aimed to discuss the process of compiling video material, more specifically, teaching material based on YouTube videos and accompanying activities for Grade 7-9. The material intended to complement the *I love English* books (Kurm et al. 2005 and 2008) that the author used during her teacher training. The author chose to complement four topics from the books ("Scotland", "Reading Books", "On the Farm" and "Travelling Tips") with the help of seven YouTube videos. The author found it necessary to complement the books so that the material would better meet some of the principles of the National Curriculum and the communicative approach. The lesson plans based on the videos were intended to include diverse activities that, in addition to four language skills, focused on developing communicative and digital competence.

The literature review gave an overview of the advantages and disadvantages of using videos in language teaching generally. Researches (e.g. Berk 2009, Harmer 2003, Schuck and Kearney 2008) claim that using video material in a language class can be beneficial as in addition to listening, facial expressions or gestures assist students' comprehension of the video content. Videos can also help developing sociolinguistic competence by bringing the target language culture into the classroom and gives subject matter for pair, group, or class discussion (Stempleski and Tomalin 2006). Video material is a great tool for discussing similarities and differences in cultural values (Istanto 2009). In addition, videos are generally enjoyable and can be a springboard for various activities and tasks, making the lessons diverse and motivational for students (Canning-Wilson 2000). Moreover, YouTube is a video-sharing platform that provides countless number of videos of different genres, styles, accents and topics (Nejati 2010). There are also several drawbacks to using YouTube videos in class, for

example, finding a suitable video that would meet the aims of the lesson, students' language level. The teacher also has to take into consideration the length and quality of the video and the availability of subtitles (Moobin 2008).

The second part of the thesis described how the books could be complemented with the help of YouTube video material. As the books were published before 2011 and did not include activities for developing digital skills, the author found it reasonable to complement the books with video material, taking the benefits of using videos in language teaching into consideration. The material aimed to include activities with the help of which students could search for information online from relevant sources, evaluating the credibility of the source, then analysing and presenting information using appropriate tools. The focus was also on practicing communication skills, thus the lesson plans include various class discussions, pair and group work.

The author had previously conducted lessons in Väätsa basic school with the help of the lesson plans based on the seven videos presented in the thesis. Then, the material was modified, presented and analysed. More specifically, the material was modified with the help of the feedback from the students that the author taught during the teacher training, literature review and personal experience in Väätsa basic school. Furthermore, the author analysed the strengths and drawbacks of the video material so that it could be further improved and adapted according to the aims of use.

The author chose various types of videos and activities when compiling the lesson plans to make the lessons more diverse and keep students motivated. Both authentic and educational videos were used and they included formal and informal language of different accents. In the pre-viewing stage, students' previous knowledge was activated and their attention gathered mostly with the help of a brainstorm. The teacher was there to guide and students were in a more active role, which is important according to the communicative

approach emphasised in today's learning. The feedback of Väätsa basic school's students in question also suggested that pair, group work and class discussions are preferred in English language classes. Lessons were also focused on developing sociolinguistic competence by broadening their knowledge of target country's culture and peculiarities. Digital competence was developed by students using Quizlet for acquiring new vocabulary, PowerPoint and other similar platforms for presenting various topics and by looking up, analysing, summarising and presenting information from an online source. The students' feedback suggests that the lessons were conducted mostly successfully, even though students' preferences vary greatly.

The author found that it was rather time consuming to choose an appropriate video and activities that would match the aims of the lesson and keep the students motivated. The teacher had to take into consideration students' level of English, the length of the video, time limit, technology necessary for conducting the lessons and the possibility that the video might eventually be deleted from YouTube. Nevertheless, the process of compiling video material was interesting and mind broadening for the teacher. In addition, the author believes that the advantages of using video material in teaching English overcome the issues regarding time and technology. Lessons based on YouTube videos can make lessons informative, visual, or diverse and may develop several skills simultaneously. The study material presented in the thesis could be further improved and applied according to the students' level of English and aims of the lesson.

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**APPENDICES**

**Appendix 1 Lesson Plans: Scotland**

**Subject**: English

**Form**: 7

**Length**: 45 minutes

**Number of students**: 17

**Lesson topic**: Scotland

The topic "Scotland" is covered with the help of the book *I Love English 5* (Kurm et al. 2008) and complementary material that includes 2 lessons of 45 minutes. The focus of the lesson is on developing cultural competence, firstly, by introducing various vocabulary in relation to Scotland, secondly, by showing students a video on what can be seen in Scotland and thirdly, by discussing different aspects of Scotland's culture. In order to develop students' digital competence, students practice looking up relevant information online, analysing the information, summarising and presenting the information. Students also present their ideas with the help of PowerPoint, Google Slides or other platforms for presentations. Another aim is to develop communicative skills, therefore pair work and discussions are included.

**Teacher's preparation for the class**: Internet, a computer, a projector, a white board, markers.

| Introduction to the first lesson regarding the topic "Scotland" | 2 min | Introducing the aims of the lesson. | Students are aware of the structure of the lesson and what is expected from them. |
|---|---|---|---|
| **Activity I** | 5 min | First, students do a brainstorm on Scotland. Teacher writes students' answers on the board. | Activating students' previous knowledge. |
| **Activity II** | 10 min | While watching the video | Developing |

| | | **https://www.youtube.com/watch?v=W_Mjxk OmFy**, students have to write down what can be seen while visiting Scotland - as many keywords as possible. They do not have to be exact names of the places. Students report their answers to the teacher, who marks them on the board.<br><br>Teacher plays the video again and pauses at certain moments to check whether the list on the board is correct and adds keywords if necessary. Students add the missing keywords into their notebooks.<br><br>When the keywords are marked down, a class discussion is elicited by asking students, for example, whether they knew that Scotland has remarkable landscape and reindeers or seals; or by asking the students' opinion on men wearing kilts with tartan pattern or their national music (as bag pipes are playing in the background). | cultural competence.<br><br>A lot of keywords can be picked up from the video and writing down will help to memorise and discuss them later.<br><br>Practicing speaking and expressing opinion. |
|---|---|---|---|
| **Activity III** | 8 min | Next, students do a vocabulary exercise. In pairs, students are asked to match the beginning of a sentence with the rest of the sentence that are all on separate pieces of paper (Appendix 12).<br><br>Then, students translate the sentences on the board so that they could be checked. | Developing vocabulary and communicatio n skills. |
| **Activity IV** | 10 min | In groups of three, students choose three places or events from the video and look up information about them online. Teacher writes on the board what students have to look for: the name of the place or event; description of the event; where is it located; and a brief history. | Developing communicativ e, digital and cultural competence. |

| Ending | 10 min | Teacher gives instructions for homework. Teacher talks about the importance and possibilities of presenting their ideas using PowerPoint or any other platforms for presentations, such as Prezi or Google Slides, which are good for simultaneous collective editing online. Students write down the essential parts of a presentation.<br><br>In groups, students make presentations at home about three places from the video and present them in class. | Teacher makes sure that students know the importance of presentations and that students are clearly instructed for the home task. |

## Appendix 2 Lesson Plans: Scotland

**Subject**: English

**Form**: 7

**Length**: 45 minutes

**Number of students**: 17

**Lesson topic**: Scotland

The aim of the lesson is to broaden students' knowledge regarding the topic of Scotland. Focus is also on developing students' digital competence with the help of using a presentation platform for presenting a certain topic. In addition, students practice speaking in front of an audience.

| Introduction to the second lesson regarding the topic "Scotland" | 3 min | Before the presentations, teacher emphasises what will be evaluated in the presentation. Teacher also asks listeners to take notes so that they could describe each event or place after the presentation. | Students are aware of the lesson plan.<br><br>It is important to occupy students during the presentations |

| | | | so that students would pay attention and they could learn from each other. |
|---|---|---|---|
| **Activity I** | 37 min | Students present their presentations. Each group has maximum 6 minutes for presenting their topic.<br><br>After each presentation, teacher asks at least one student to describe an event in the presentation. Then teacher gives feedback. | It is necessary to see whether students learned something from each other's presentations.<br><br>It is important to give immediate feedback. |
| **Ending** | 5 min | At the end of the class, students show their knowledge of Scotland by briefly reporting what they have learnt to class. | Students show what they have learnt about the topic of Scotland. |

## Appendix 3 Lesson Plans: On the Farm

**Subject**: English

**Form**: 8

**Length**: 45 minutes

**Number of students**: 16

**Lesson topic**: On the Farm

The topic "On the Farm" is covered with the help of the book *I Love English* 6 (Kurm et al. 2008) and complementary material that includes 1 lesson of 45 minutes. The aim of the lesson is to broaden students' knowledge regarding farming and its importance to technological achievements. One of the aims of the lesson is to introduce vocabulary relevant to the topic. The focus is also on developing communicative competence by including pair-, group work and class discussion. Students also practice digital competence skills by analysing and synthesising information from the online video and using an online dictionary.

**Teacher's preparation for the class**: Internet, a computer, a projector, a white board, markers.

| **Introduction** | 2 min | Introducing the aims of the lesson. | Students are aware of the structure of the lesson and what is expected from them. |
|---|---|---|---|
| **Activity I** | 7 min | In order to introduce vocabulary relevant to the topic, students are asked to work with the vocabulary on Quizlet with the help of their smartphones: https://quizlet.com/_48raml.<br><br>Students need their smartphones and access to the Internet.<br><br>Teacher gives students the link and explains how it is possible to practice vocabulary on Quizlet. Students work individually and teacher guides when necessary. | In addition to learning new words, it is necessary to introduce the vocabulary so that students would understand the content of the video better. |
| **Activity II** | 6 min | The video is watched:<br>**https://www.youtube.com/watch?v=3Evl0tQAdXI** | The timeline is a way to have an overview of |

| | | While watching the video, each student has to mark down all essential events that lead to today's Internet, forming a timeline from gathering/hunting to the Internet. The timeline is then written on the board. | the idea and information presented in the video. |
|---|---|---|---|
| **Activity III** | 5 min | The video is watched again and students are asked to take notes keeping in mind the following questions: <br><br> 1. How surplus lead to division of labour? <br> 2. What are the basic features of civilisation? <br> 3. How expertise in various occupations lead to World Wide Web? <br> 4. What does the phrase "farming is the seed of technology" mean? <br> 5. If people were still hunters and gatherers, would we have technology? | Students take notes so that it would be easier to answer the questions later. |
| **Activity IV** | 15 min | Next, teacher forms groups where students answer the questions and discuss their answers. Students can watch the video again on their smartphones to complete the task. <br><br> Then students report their answers back to class and teacher encourages a class discussion. | Developing communicative and digital competence. <br><br> Students practice analysing and summarising given information. |
| **Activity V** | 8 min | Finally, they are asked to practice vocabulary in pairs (Appendix 13). Student A has one version of the text and Student B has another version of the original text transcribed from the video in question. Both texts are partly incorrect. Students A reads the first version and the partner has to | In order to better acquire new vocabulary, another vocabulary |

| | | stop him or her when there are differences in their texts. Students have to figure out who has the correct sentence and correct their texts so they were as close to the original as possible. | task is given. Completing the task in pairs enables students to practice their communicative skills and makes vocabulary learning more diverse. |
|---|---|---|---|
| **Ending** | 3 min | Students reflect orally on what they have learnt about farming and how it led to the technological achievements that we have today. | Students show whether the lessons have broadened their knowledge regarding the history of farming, building civilisations and technological achievements such as the Internet. |

**Appendix 4 Lesson Plans: Reading Books**

**Subject**: English

**Form**: 8

**Length**: 45 minutes

**Number of students**: 16

**Lesson topic**: Reading Books

The topic "Reading Books" is covered with the help of the book *I Love English 6* (Kurm et al. 2008) and complementary material that includes 1 lesson of 45 minutes. Firstly, the aim is to practice communicative competence with the help of class discussion, pair and group work. Secondly, students practice their reading and information analysis skills. In addition, focus is on broadening students' knowledge of advantages and possible disadvantages of literature. Students practice finding relevant arguments to their statements.

**Teacher's preparation for the class**: Internet, a computer, a projector, a white board, markers.

| **Introduction** | 2 min | Introducing the aims of the lesson. | Students are aware of the structure of the lesson and what is expected from them. |
|---|---|---|---|
| **Activity I** | 7 min | First, a class discussion is elicited. Teacher asks students whether they like reading books and why. Then, students brainstorm on why reading is important and teacher marks their answers on the board. | Activating their previous knowledge. |
| **Activity II** | 7 min | In pairs, a vocabulary sheet is translated with the help of an online dictionary, so that it would be easier to follow the video (Appendix 19). | Introducing new vocabulary. Preparing students for watching the |

| | | | video. Completing this task in pairs might save time and they can practice communicative skills. |
|---|---|---|---|
| **Activity III** | 8 min | While watching the video, students are asked to write down why reading is important according to the video: **https://www.youtube.com/watch?v=4RCFLobfqcw** <br><br> After watching the video, students add at least 4 points on the board and discuss orally. | Finding information from the video, analysing and summarising information. |
| **Activity IV** | 7 min | Teacher forms groups and students are asked to add possible disadvantages of the books to the advantages. Students are asked to answer to the following questions: What can be the disadvantages of reading books? Can books disappear entirely in the future as almost everything is already accessible online? Each group presents their answers and a class discussion is elicited. | Students elaborate on an important topic and learn how to present their arguments. <br><br> Students also practice their communication skills. |
| **Activity V** | 8 min | After that, students are given the transcription of the video (Appendix 20) and questions to answer individually; they can use the help of the vocabulary list. | Encountering the vocabulary once again to help memorising the |

| | | | new words. |
|---|---|---|---|
| | | | Students practice reading, analysing a text and expressing their opinion in written form. |
| **Ending** | 5 min | Then, the topic is covered with the help of Kahoot: https://create.kahoot.it/details/the-importance-of-literature/1d6273c0-0578-4009-a58a-4e11887e96c4. Students need their smartphones to answer the questions on Kahoot. Teacher is there to guide students when necessary. | To summarise the topic and see what students have learnt during the lesson. |

**Appendix 5 Lesson Plans: Travelling Tips**

**Subject**: English

**Form**: 9

**Length**: 45 minutes

**Number of students**: 17

**Lesson topic**: Travelling Tips

The topic "Travelling Tips" is covered with the help of the book *I Love English 7* (Kurm et al. 2005) and complementary material that includes 7 lessons of 45 minutes. The aim is of the lessons is to develop communicative competence with the help of pair and class discussion and broaden their knowledge of different cultures. The lessons also focus on digital competence with the help of Quizlet, PowerPoint and looking up information online. Students practice searching, analysing, summarising and presenting relevant information. Students learn how to solve a specific problem using appropriate tools.

**Teacher's preparation for the class**: Internet, a computer, a projector, a white board, markers.

| Introduction | 2 min | Introducing the aims of the lesson. | Students are aware of the structure of the lesson and what is expected from them. |
|---|---|---|---|
| **Activity I** | 5 min | Students are asked to explain what a 'bucket list' is. Students are asked to brainstorm unusual activities that people dream to do during a lifetime (on the board) and gives examples (e.g. swimming with dolphins or bungee jump). | Activating their previous knowledge and getting students' attention. |
| **Activity II** | 10 min | Next, students practise the new vocabulary with the help of Quizlet: https://quizlet.com/_48rexh. Students need their mobile phones and access to the Internet. Teacher gives students the link and explains how it is possible to practice vocabulary on Quizlet. Students work individually and teacher guides when necessary. | Introducing new vocabulary. Preparing students for watching the video. |
| **Activity II** | 7 min | Teacher gives some background information about the video: **https://www.youtube.com/watch?v=u3jSlA3UkaU** The video is watched to 3.23. After the video, teacher asks students whether they would do a bungee jump or would they dare to land dive and why. | Teacher prepares students for watching the video. Teacher elicits a class discussion so that students |

| | | | could practice speaking. |
|---|---|---|---|
| **Activity III** | 5 min | Then students are asked to compile a short bucket list on their own and discuss it with a partner. Students add their ideas to the bucket list on the board. | Pair work to practice communicative skills.<br><br>Students can think about what they want to achieve in life. Students can be creative and also share their ideas. |
| **Activity IV** | 15 min | Then students practice already familiar vocabulary in pairs (Appendix 14). | Encountering vocabulary once again to better memorise the new words. |
| **Ending** | 3 min | Teacher encourages students to keep their bucket lists and summarises the lesson. | In future, students can look back what they had written on the bucket list. |

**Appendix 6 Lesson Plans: Travelling Tips**

**Subject**: English

**Form**: 9

**Length**: 45 minutes

**Number of students**: 17

**Lesson topic**: Travelling Tips

| Introduction | 2 min | Introducing the aims of the lesson. | Students are aware of the structure of the lesson and what is expected from them. |
| --- | --- | --- | --- |
| Activity I | 10 min | Students work with the vocabulary (Appendix 15). In pairs, they try to translate as many words as possible from the list. Then, they look up the words from a dictionary and familiarise themselves with multiple sample sentences to see how the word could be used in different contexts. | Introducing new vocabulary and preparing students for watching the video.<br><br>In pairs it will take less time to translate the words and they can practice communicative skills. |
| Activity II | 25 min | Before watching the video, teacher gives instructions. The students are asked to write down 17 mysterious places and their location | Instructions are given before |

| | | from the video:<br><br>**https://www.youtube.com/watch?v=dp xU4dHvKY**<br><br>At the end of this activity, all places will be written on the board. Teacher asks whether any of these locations are familiar and what do students know about the places. | watching the video.<br><br>Finding information from the video and eliciting a discussion so that students could practice speaking. |
|---|---|---|---|
| **Activity III** | 8 min | After the video, a worksheet on the vocabulary has to be completed individually (Appendix 16), firstly without any help and then they can use the vocabulary sheet completed earlier. | Encountering the new words once again to memorise the vocabulary regarding the topic better. |
| **Ending** | 3 min | The vocabulary sheet is checked and students report on what they have learnt from the lesson. | It is important to give feedback on the task and to see whether students have acquired anything from the lesson. |

**Appendix 7 Lesson Plans: Travelling Tips**

**Subject**: English

**Form**: 9

**Length**: 45 minutes

**Number of students**: 17

**Lesson topic**: Travelling Tips

| **Introduction** | 2 min | Introducing the aims of the lesson. | Students are aware of the lesson plan and what is expected. |
|---|---|---|---|
| **Activity I** | 20 min | The video is watched again and students are asked to take notes so that they would be able to describe the places later. Teacher pauses after each place, giving students time to take notes. After the video, teacher asks students what is mysterious about each place. | Students practice writing down only the relevant information from the video.<br><br>It is necessary to pause at times so that students could take notes, as the tempo of the video is rather fast. |
| **Activity II** | 10 min | Teacher gives each student three places from the video and they have to look up additional information about the places online. | Developing information searching, analysing and summarising |

| | | | skills. Students have to evaluate the credibility of the source and mark down only relevant information. |
|---|---|---|---|
| **Ending** | 10 min | At home, students have to put together a PowerPoint presentation describing three mysterious places from the video. Teacher instructs students on how to use PowerPoint and talks about the essential elements and illustrations that have to be included in the presentation. The importance of references is also emphasised. | Practicing digital competence skills. Teacher has to give clear instructions and make sure that students know what has to be included in the presentation. |

## Appendix 8 Lesson Plans: Travelling Tips

**Subject**: English

**Form**: 9

**Length**: 45 minutes

**Number of students**: 17

**Lesson topic**: Travelling Tips

| **Introduction** | 3 min | Before the presentations, teacher reminds what | Students are |
|---|---|---|---|

| | | will be evaluated in the presentation. Teacher also asks listeners to take notes so that they could describe each place after the presentation. | aware what is expected from them and how they are evaluated. |
|---|---|---|---|
| **Activity I** | 40 min | Students present their presentations. Teacher takes notes to give a thorough feedback later. After each presentation, teacher asks at least one student to describe a place and what he or she learnt from the presentation. Then, the teacher gives feedback. | It is important to give immediate and thorough feedback. It is also important to keep the other students attentive during the presentations. Students can learn from each other's presentations. |
| **Ending** | 2 min | Students report on what they have learnt from the lessons. | It is important to see whether students have acquired anything from the lessons and met the aims of the lessons. |

**Appendix 9 Lesson Plans: Travelling Tips**

**Subject**: English

**Form**: 9

**Length**: 45 minutes

**Number of students**: 17

**Lesson topic**: Travelling Tips

| Introduction | 2 min | Introducing the aims of the lesson. | Students are aware of what is expected from them. |
|---|---|---|---|
| Activity I | 7 min | Students practice new vocabulary with the help of Quizlet: https://quizlet.com/_48rku6. Students need their mobile phones and access to the Internet. Teacher gives students the link and explains how it is possible to practice vocabulary on Quizlet. Students work individually and teacher guides when necessary. | Introducing new vocabulary. Preparing students for watching the video. |
| Activity II | 7 min | Before watching the video, teacher gives instructions. Students are asked to mark down each discovery. Then the video is watched: **https://www.youtube.com/watch?v=WgKC4NozEpk** After that, students report back to class and all 10 discoveries are written on the board. | Students watch the video firstly for general understanding. |
| Activity III | 8 min | Students practice the new vocabulary in pairs (Appendix 17). | Encountering the new words once again to |

| | | | memorise the vocabulary regarding the topic better. |
|---|---|---|---|
| **Activity IV** | 10 min | Then the video is watched again and students are instructed to write down the importance of each discovery. Teacher pauses after each discovery to give students time to take notes.<br><br>After the video, teacher encourages students to discuss the importance of each discovery. | Students practice writing down only the relevant information from the video.<br><br>It is necessary to pause at times so that students could take notes, as the tempo of the video is rather fast. |
| **Activity V** | 5 min | Next, students have to look up additional information about one of the discoveries online. | Developing information searching, analysing and summarising skills.<br><br>Students have to evaluate the credibility of the source and mark down |

| | | | only relevant information. |
|---|---|---|---|
| **Activity VI** | 5 min | Then, groups are formed. Teacher gives students the world map and they have to mark down where the discoveries were made. | The topic is integrated with Geography. The activity may help memorising the 10 archaeological discoveries. |
| **Ending** | 3 min | For the next lesson, students are asked to retell to the rest of the class about one of the discoveries (the teacher divides the discoveries), using the new vocabulary. | The activity helps summarise and memorise new information and practice speaking. |

## Appendix 10 Lesson Plans: Travelling Tips

**Subject**: English

**Form**: 9

**Length**: 45 minutes

**Number of students**: 17

**Lesson topic**: Travelling Tips

| **Introduction** | 2 min | Introducing the aims of the lesson. | Students are aware of the structure of the lesson and what is |
|---|---|---|---|

| | | | expected from them. |
|---|---|---|---|
| **Activity I** | 6 min | First, the teacher gives background information about the video: **https://www.youtube.com/watch?v=9vdssKA Wax8**<br><br>Then the video is watched and during the video, students have to mark down the 5 places described in the video. | Instructions are given before the video.<br><br>Students have to mark down the information relevant for the task. |
| **Activity II** | 5 min | Next, teacher distributes worksheets (Appendix 18) that students have to complete during the second watching of the video. The worksheet is checked immediately. | With the help of the video, students complete a worksheet involving new vocabulary. |
| **Activity III** | 15 min | For the next activity, teacher divides students into groups. Each group chooses a country of their interest and Googles information about this country. First of all, students have to look up different **holiday activities**: shopping, a safari trip, whale watching, skydiving, sightseeing, etc. Secondly, students have to look up various types of **places to visit**: an island, safari, a beach resort, etc. Thirdly, students have to search **reasons for visiting**: sightseeing, heritage sites, wild nature, exotic foods, modern museums, gorgeous monasteries, natural caves, etc. | Developing information searching, analysing and summarising skills.<br><br>Students have to evaluate the credibility of the source and mark down only relevant |

| | | For the next lesson, students have to present the results using PowerPoint or other presentation software. | information. |
|---|---|---|---|
| **Activity IV** | 10 min | Next, students have to look up information online and describe at least top five places to visit in Estonia in written form. Teacher asks students to report on their findings. | Developing information searching, analysing and summarising skills.<br><br>Students have to evaluate the credibility of the source and mark down only relevant information. |
| **Ending** | 5 min | Teacher shows how to use PowerPoint and talks about the essential elements and illustrations that have to be included in students' presentations. The importance of references is also emphasised.<br><br>At home, each group has to put together a PowerPoint presentation about the information they found about the country of their choice and present it in class. | Practicing digital competence skills.<br><br>Teacher has to give clear instructions and make sure that students know what has to be included in the presentation |

**Appendix 11 Lesson Plans: Travelling Tips**

**Subject**: English

**Form**: 9

**Length**: 45 minutes

**Number of students**: 17

**Lesson topic**: Travelling Tips

| **Introduction** | 3 min | Before the presentations, teacher emphasises what will be evaluated in the presentation. Teacher also asks the listeners to take notes so that they could describe each discovery after the presentation | Students are aware what is expected from them and how they are evaluated. |
|---|---|---|---|
| **Activity I** | 40 min | Students present their presentations. After each presentation, teacher asks at least one student to describe a place and what he or she learnt from the presentation. <br><br> Then, teacher gives feedback. | It is important to give immediate and thorough feedback. <br><br> It is also important to keep the other students attentive during the presentations. <br><br> Students can learn from each other's presentations. |
| **Ending** | 2 min | Students report on what they have learnt from the lessons. | It is important to see whether |

| | | | students have acquired anything from the lessons and met the aims of the lessons. |
|---|---|---|---|
| | | | |

## Appendix 12 Lesson Material: "This is Scotland"

This activity aims to practice vocabulary regarding the topic of Scotland (Kurm et al. 2008, 71-78). Parts of the sentences are on separate pieces of paper.

**In pairs, match a beginning of the sentence with the rest of the sentence and then translate into Estonian.**

**The beginnings:**

Scotland has                                    –

Scotland has highlands

Scotland has high mountains,

In Scotland, you can see lots of castles

There are lots of interesting sights to see,

There are lots of activities for tourists, for example, you can go                    –

You can also visit different museums,

**The rest of the sentences:**

and lowlands

steep cliffs and deep lakes

art galleries, festivals and concerts

for example, the Callanais Standing Stones on the Isle of Lewis

bungee jumping, water rafting, hiking, or horseback riding

and forts

remarkable landscape

## Appendix 13 Lesson Material: "How Farming Planted Seeds for the Internet"

This exercise is compiled in regard to the topic "On the Farm" (Kurm et al. 2008, 72-78) and it aims to practice the new vocabulary in pairs. Student A has one version of the text and Student B has another version of the original text transcribed from the video: **https://www.youtube.com/watch?v=3Evl0tQAdXI**. Both texts are partly incorrect. Student A reads the first version and the partner has to stop him or her when there are differences in their texts. Students have to figure out who has the correct sentence and correct their texts so they were as close to the original as possible.

**Student A**

### How Farming Planted Seeds for the Internet

Which one has had the most impact on community – Internet iPads, iPhones, cars, planes, or trains? The debate would be in favour of iPads. Some say farming has had the most impact on community. If it wasn't for farming, we would still be hunting and gathering with little time to invent anything. Farming is the seed of civilisation. With farming came animals and with animals settling down. Farmers usually harvest more than they can possibly eat - a surplus. Farming yielded plenty of food to eat and sell. This allowed non-farmers make iPhones, craft pottery and build skyscrapers, leading to the division of labour. With so many people contributing to the community small countries developed. The villages expanded, people's needs grew and things got complicated; but, civilization is just that – advanced, complex societies. Features of civilization do not include central government, system of writing, organised religion, art and architecture, urban planning of roads, social classes and different jobs. Developing expertise in various types of occupations allowed for innovative ways of doing things, producing new products, or making advancements in technology. The sharing of ideas and technology led to the growth of things we readily use today, such as the Internet.

**Student B**

### How Farming Planted Seeds for the Internet

Which one has had the most impact on society – Internet iPads, flying cars, planes, or grains? The debate would be in favour of computer technology. Some say farming has had the most impact on society. If it wasn't for computer technology, we would still be eating meat and gathering with little time to travel. Farming is the seed of civilisation. With farming came animals and with animals

settling down. Farmers usually harvest more than they can possibly eat - a surplus. Farming yielded plenty of food to eat, storing and trading. This allowed non-farmers make tools, craft pottery and build homes, leading to the division of labour. With so many people contributing to the community small villages developed. The villages expanded, people's needs grew and things got easier; but, civilization is just that – advanced, complex societies. Features of civilization include central government, system of writing, organised religion, art and architecture, urban planning of roads, social classes and different jobs. Developing book knowledge in various types of occupations allowed for easier ways of doing things, growing new food, or making advancements in technology. The sharing of food and technology led to the growth of plants we readily use today, such as the Internet.

**Key**

**How Farming Planted Seeds for the Internet**

Which one has had the most impact on society – Internet iPads, iPhones, cars, planes, or trains? The debate would be in favour of computer technology. Some say farming has had the most impact on society. If it wasn't for farming, we would still be hunting and gathering with little time to invent anything. Farming is the seed of civilisation. With farming came animals and with animals settling down. Farmers usually harvest more than they can possibly eat - a surplus. Farming yielded plenty of food to eat, storing and trading. This allowed non-farmers make tools, craft pottery and build homes, leading to the division of labour. With so many people contributing to the community small villages developed. The villages expanded, people's needs grew and things got complicated; but, civilization is just that – advanced, complex societies. Features of civilization include central government, system of writing, organised religion, art and architecture, urban planning of roads, social classes and different jobs. Developing expertise in various types of occupations allowed for innovative ways of doing things, producing new products, or making advancements in technology. The sharing of ideas and technology led to the growth of things we readily use today, such as the Internet.

## Appendix 14 Lesson Material: "Karl's Land Dive"

This task is compiled in regard to the topic "Travelling Tips" (Kurm et al. 2005, 71-77) and it aims to practice the new vocabulary in pairs. Student A has one version of the text and Student B has another version of the original text transcribed from the video: **https://www.youtube.com/watch?v=u3jSlA3UkaU**. Both texts are partly incorrect. Students A reads the first version and the partner has to stop him or her when there are differences in

their texts. Students have to figure out who has the correct sentence and correct their texts so they were as close to the original as possible.

**Student A**

### Karl's Land Dive

It is an island where the locals are uncontrollably happy. They force Karl to jump from the top of the construction. He doubts that he will do it. Karl complains about his mortgage and that he has bills to pay and cannot risk. What a loner! Special spines crack when a local is doing the jump. Kids should be doing it, it is easy. People never say that kids should be more out and play less video games, here it is the alternative - keep them in a cage! It counts as a land dive if he dives from the bottom bar into the land. He is getting advice from a cabbage. "It's a lot nicer than I thought," claims Karl.

**Student B**

### Karl's Land Dive

It is an island where the locals are constantly happy. They expect Karl to jump from the top of the construction. He believes that he can do it. Karl complains about his garbage and that he has to pay for the garbage service and cannot risk. What a lunatic! Special vines crack when a local is doing the jump. Kids should not be doing it, it is dangerous. Usually people say that kids should be more out and play less video games, here it is the alternative - keep them in! It counts as a land dive if he dives from the land into the land. He is getting advice from a carrot. "It's a lot higher than I thought," claims Karl.

**Key**

### Karl's Land Dive

It is an island where the locals are constantly happy. They expect Karl to jump from the top of the construction. He doubts that he will do it. Karl complains about his mortgage and that he has bills to pay and cannot risk. What a lunatic! Special vines crack when a local is doing the jump. Kids should not be doing it, it is dangerous. Usually people say that kids should be more out and play less video games, here it is the alternative - keep them in! It counts as a land dive if he dives from the bottom bar into the land. He is getting advice from a cabbage. "It's a lot higher than I thought," claims Karl.

## Appendix 15 Lesson Material: "17 Most Mysterious Places on Earth"

This activity is compiled in relation to the topic "Travelling Tips" (Kurm et al. 2005, 71-77)

and it aims to practice the new vocabulary in pairs. The vocabulary is taken from the video:

**https://www.youtube.com/watch?v=dpxU4dHvKY**.

**In pairs, translate the words. Firstly, without any help. Then, use an online dictionary to translate the rest of the words and familiarise yourself with sample sentences.**

1. Ephemeral
2. Consistency
3. Samples
4. Oxygen
5. Preserved
6. Glaciers
7. Established
8. Pristine
9. Preservation
10. Cavern
11. Prevent
12. Reputedly
13. Uninhabited
14. Abyss
15. Remains
16. Permanent
17. Dismantled
18. Integration
19. Massacre
20. Settlement
21. Abandoned
22. Remote
23. Constantly
24. Simultaneously
25. Defy
26. Infamous
27. Invocation
28. Spheres
29. Plantations
30. Attributed
31. Deplete
32. Indigenous

## Appendix 16 Lesson Material: "17 Most Mysterious Places on Earth"

This activity is compiled in relation to the topic "Travelling Tips" (Kurm et al. 2005, 71-77)

and it aims to practice the new vocabulary individually. The text is an adapted version of the

original text from the video: **https://www.youtube.com/watch?v=dpxU4dHvKY**.

**Fill in the gaps with Estonian translation**

## Mysterious Places on Earth

Scientists were able to finally solve this incredibly (_____) fascinating mystery. The stones were pushed by the wind of the desert whenever an ephemeral (_____) wind pond is created. The Blood Falls of Antarctica - the presence of this disturbing (_____) phenomenon was first recorded in 1911. It has the same colour and consistency (_____) as blood. Geologists have taken samples (_____) from the Blood Falls. Organisms can somehow exist under glaciers (_____) without oxygen (_____). The city is perfectly preserved (_____) underwater. The city was established (_____) in 208 A. D. (Anno Domini − Issanda aastal ehk meie aja järel või m.a.j.). Its pristine (_____) preservation (_____) was discovered by divers. The crater was created by the collapse of an underground cavern (_____) in 1971. The scientists lit the deadly methane to prevent (_____) it from spreading (_____). The Suicide Forest has had a deadly association (_____) for centuries. It is reputedly (_____) haunted by angry spirits. Elderly people were abandoned (_____) in remote (_____) places as a form of euthanasia. Annual (_____) body searches have to be conducted (_____). It is estimated (_____) that about one-hundred suicides occur in the forest every year. The water is constantly (_____) at boiling temperature. Simultaneously (_____) hosts hundreds of crocodiles. The site truly defies (_____) explanation. Many ancient (_____) monuments and artifacts (_____). They served as enormous tombs (_____) for the pharaohs. The interior (_____) is bare (_____). The bridge has become bizarrely (_____) infamous (_____). The heads are attached (_____) to bodies. The area is uninhabited (_____). The remains (_____) date back to the 9th century. The Christ of the Abyss (_____) sank (_____) near Portofino in 1954. The statue's hands are raised in the invocation (_____) of peace. The spheres (_____) were discovered by clearing the banana plantations (_____). Attributed (_____) to deplete (_____) culture. The indigenous (_____) population was destroyed by the Spanish colonization. The first permanent (_____) English settlement (_____). The village was found dismantled (_____). Integration (_____) with local tribes or a massacre (_____) by the Spanish. 1 foot is 0.3 metres or 30 centimetres.

## Appendix 17 Lesson Material: "10 Amazing Archaeological Discoveries"

This task is compiled in regard to the topic "Travelling Tips" (Kurm et al. 2005, 71-77) and it

aims to practice the new vocabulary in pairs. Student A has one version of the text and

Student B has another version of the original text transcribed from the video:

**https://www.youtube.com/watch?v=WgKC4NozEpk**. Both texts are partly incorrect.

Students A reads the first version and the partner has to stop him or her when there are

differences in their texts. Students have to figure out who has the correct sentence and correct

their texts so they were as close to the original as possible.

**<u>Student A</u>**

### 10 Amazing Archaeological Discoveries

Ten amazing logical discoveries in the world. The lost city of Pompous deserves to be at the list. In 79 AD, Mount Vesuvius exploded and buried the ancient Roman city of Pompous under dirt. It didn't allow any air or moisture to get to the buried city, therefore everything was preserved. Before this discovery, we have been able to learn a great deal about what life was like in Greece. The tomb raider of the pharaoh King Tut was not found. The discovery received coverage from all around the world. The tomb also contained over 2000 artefacts. Rose is a flower that was inscribed on the stone in 196 BC. It was described in three languages, including modern Egyptian hieroglyphs, Greek and Demotic script.

**<u>Student B</u>**

### 10 Amazing Archaeological Discoveries

Ten amazing archaeological discoveries in the world. The lost city of Pompeii deserves to be on the list. In 79 BC, Mount Vesuvius erupted and buried the ancient Roman city of Pompeii under aches. It didn't allow any sand or mud to get to the buried city, therefore nothing was preserved. Since this discovery, we have been able to learn a great deal about what life was like in the Roman city. The tomb of the pharaoh King Tut was found. The discovery was applauded to by the audience from all around the world. The tomb also contained over 2 artefacts. The Rosetta stone is a decree that was

inscribed on the stone in 196 BC. It was inscribed in three languages, including ancient Egyptian hieroglyphs, ancient Greek and Demotic script.

## Key

### 10 Amazing Archaeological Discoveries

Ten amazing archaeological discoveries in the world. The lost city of Pompeii deserves to be on the list. In 79 BC, Mount Vesuvius erupted and buried the ancient Roman city of Pompeii under aches. It didn't allow any air or moisture to get to the buried city, therefore everything was preserved. Since this discovery, we have been able to learn a great deal about what life was like in the Roman city. The tomb of the pharaoh King Tut was found. The discovery received coverage from all around the world. The tomb also contained over 2000 artefacts. The Rosetta stone is a decree that was inscribed on the stone in 196 BC. It was inscribed in three languages, including ancient Egyptian hieroglyphs, ancient Greek and Demotic script.

# Appendix 18 Lesson Material: "Top 5 Places in Sri Lanka"

This task is compiled in regard to the topic "Travelling Tips" (Kurm et al. 2005, 71-77). The text is an adapted version of the transcription of the video:

**https://www.youtube.com/watch?v=9vdssKAWax8.**

**Fill in the gaps with appropriate word from the video!**

Sri Lanka stands out for its exotic wildlife, _____, places full of history and the popular Ceylon tea. Sri Lanka is worth exploring, as it has many impressive _____. Tourists' favourite site is the famous rock _____ of Sigiria. You can climb up to the top and explore the _____ of the UNESCO World _____ site and _____ the great view from there. When in Sri Lanka, you should definitely visit one of the _____ parks. One of the best spots to _____ leopards in the wild is the Yala National park. Pigeon Island has a beautiful _____ reef that is located right at the _____, which is perfect for _____. Habarana is a place with elephant _____, where you can spot gatherings of elephants from your vehicle. The tea _____ should also be on your list of places to visit and you don't need to be a tea lover to enjoy it, as the _____ are _____ too. In order to be well-_____, take your travel _____ with you and find out what is your favourite _____ in Sri Lanka!

**Appendix 19 Lesson Material: "What is Literature for?"**

This task is compiled in regard to the topic "Reading Books" (Kurm et al. 2008, 78-86) and

aims to prepare students for watching the video:

**https://www.youtube.com/watch?v=4RCFLobfqcw**.

**Translate the vocabulary regarding the video!**

1.  Access
2.  Assess
3.  Range
4.  Millennia
5.  Simulator
6.  Infinitely
7.  Crucial
8.  Remorseful
9.  Fascinating
10. Embark
11. Provincialism
12. Sympathetic
13. Opposed
14. Cynical
15. Fragile
16. Anxiety
17. Sensations
18. Envy
19. Reliable
20. Persecution
21. Remark
22. Neglected
23. Corrective
24. Superficiality
25. Compromise
26. Unvarnished

**Appendix 20 Lesson Material: "What is Literature for?"**

This task is compiled in regard to the topic "Reading Books" (Kurm et al. 2008, 78-86) and

aims to develop students reading and information analysis skills. The text is an adapted

version of the transcription of the video**:**

**https://www.youtube.com/watch?v=4RCFLobfqcw.**

**Read the text and answer the following questions:**

1. How can literature be an ultimate time-saver?

2. How do you understand Emerson's quote: "In the works of great writers, we find our own neglected thoughts"?

3. How can literature be seen as therapy?

## What is Literature for?

We have a general sense that books are important, but why exactly is literature good for? How does it benefit us? Literature is an ultimate time-saver as it gives us access to a range of emotions and events that it would take you years, decades, millennia to experience directly. Literature is the greatest reality simulator, a machine that puts you through infinitely ˇmore situations that you could ever directly witness. You can safely see what it is like to get divorced or kill someone and feel remorseful. Or chuck in your job and take off to the desert. Or make a terrible mistake while leading your country. Literature lets you speed up the time and see the arc of a life from childhood to old age. It gives you the keys to the palace and to the countless of bedrooms, so you can assess your life in relation to that of the others. Literature introduces you to fascinating people: a Roman general, an 11th century French princess, a Russian upper class mother just embarking on an affair. It takes you across continents and centuries. Literature turns us into citizens of the world at almost no cost.

Literature performs the simple magic of showing us what things look like from someone else's point of view. It allows us to consider the consequences of our actions on others in a way we otherwise wouldn't. It shows as examples of kindly, generous, sympathetic people. Literature typically stands opposed to the dominant value system, the one that rewards money and power. Writers are on the other side, they make us sympathetic to idea and feelings that are of deep importance but that can't afford airtime in a commercialised, status-conscious and cynical world.

We are weirder than we often admit. We can't always say what is on our minds, but in books we find descriptions of who we genuinely are and what events are actually like, described with an honesty different from what ordinary conversations allow for. They find the words to describe the fragile, weird, special experiences of our inner lives: the light on a summer morning, the anxiety we felt at the gathering, the sensations of a first kiss, the envy when a friend told us of their new business, the longing we experienced on the train. Writers open out hearts and minds and give us maps to our own selves so that we can travel in them more reliably and with less of a feeling of paranoia and persecution. As the writer Emerson remarked: "In the works of great writers, we find our own neglected thoughts". Literature is a corrective to the superficiality and compromises of friendship. Books are our true friends, always to hand, never too busy, giving us unvarnished accounts of what things are really like.

One of our greatest fears is of failing. Interestingly, a lot of literature is also about failure. Many novels, plays, poems are about people who have messed up, people who let down their partner or who died after running up some debts on shopping sprees. If the media got to them, they would make mincemeat out of them. But great books don't judge as harshly or as one-dimensionally as the media. They evoke pity for the hero.

But if literature can do all these things, we might need to treat it a bit differently to the way we do now. We tend to treat it as a distraction, an entertainment. But it is far more than that, it is therapy in the broad sense. We should learn to treat it as doctors treat their medicines, something we prescribe in response to a range of ailments and classify according to the problems it might best be suited to addressing. Literature deserves its prestige for one reason above all others: because it's a tool to help us live and die with a little more wisdom, goodness and sanity.

# RESÜMEE

TARTU ÜLIKOOL

ANGLISTIKA OSAKOND

Elina Pjatnova

**YOUTUBE VIDEO-BASED ADDITIONAL TEACHING MATERIALS TO THE TEXTBOOK SERIES *I LOVE ENGLISH*: GRADES 7, 8 and 9**

**YOUTUBE' I VIDEOTEL PÕHINEV LISAMATERJAL ÕPIKULE „I LOVE ENGLISH": KLASS 7, 8 JA 9**

Magistritöö

2018

Lehekülgede arv: 75

Annotatsioon:

Antud magistritöö eesmärgiks oli koostada ja analüüsida lisaõppematerjal õpikule „I Love English" (2005 ja 2008 aasta väljaanne). Autor koostas õppematerjalid kasutades YouTube'i videosid. Autor valis 4 teemat antud õpikutest („Scotland", „On the Farm", „Reading Books" ja „Travelling Tips"), mida ta ise õpetajapraktikal kasutas ning koostas 7 YouTube'i video põhjal tunnikavad,eesmärgiga täiendada õpikumaterjale.

Töö esimene peatükk annab ülevaate video kasutamisest võõrkeele tundides üldiselt ning YouTube videote kasutamise positiivsetest ja negatiivsetest külgedest inglise keele õpetamisel. On teadlasi (Huczynski et al. 2004, Seferoglu 2008, Mekheimer 2011, Kuppens 2010)., kes leiavad, et eesmärgipärane videote kasutamine tunnis võib arendada mitut osaoskust korraga ja seega olla õppijatele äärmiselt kasulik Samas võib video kasutamine võõrkeele õpetamisel olla ajakulukas ja sõltuda tehnika olemasolust (Moobin 2008).

Teises peatükis selgitab autor, miks tundus vajalik täiendada antud õpikuid lisamaterjaliga ja kuidas seda teha võiks. Autor leidis, et õpikuid võiks täiendada just YouTube'i videomaterjalidega, et paremini täita mõningaid põhikooli õppekava ettekirjutusi mis lisandusid õppekavale pärast õpikute väljaandmist. Lisaks nelja võõrkeele osaoskuse arendamisele saab töös esitatud videomaterjali abil arendada digipädevusi ning kommunikatiivseid oskusi. Autor koostas esmalt õppematerjali, siis kasutas seda Väätsa põhikooli 7.-9. klassi tundides, ning seejärel täiendas seda asjassepuutuva teooria, Väätsa põhikooli õpilaste tagasiside ja oma tundide läbiviimisel saadud kogemuste põhjal. Lõpuks analüüsis autor töös esitatud videomaterjali tugevusi ja nõrkusi.

Autor leidis, et täiendavate videomaterjalide koostamine oli pigem ajakulukas. Videote ja sobivate ülesannete leidmine oli keerukas ja võttis aega, kuna tuli arvestada õpilaste inglise keele taseme, video kvaliteedi, tunnieesmärkidega ja võimalusega, et video võidakse YouTube'st maha võtta. Sellegipoolest võib YouTube'i videote kasutamine inglise keele tundides teha tunnid mitmekülgsemaks, motiveerivamaks ja õpilastele kasulikuks.

Märksõnad: VIDEO VÕÕRKEELE ÕPETAMISES, YOUTUBE VIDEO INGLISE KEELE ÕPETAMISES, ÕPPEMATERJAL

**Lihtlitsents lõputöö reprodutseerimiseks ja lõputöö üldsusele kättesaadavaks tegemiseks**

Mina, Elina Pjatnova,

1. annan Tartu Ülikoolile tasuta loa (lihtlitsentsi) enda loodud teose YOUTUBE VIDEO-BASED ADDITIONAL TEACHING MATERIALS TO THE TEXTBOOK SERIES *I LOVE ENGLISH*: GRADES 7, 8 and 9, mille juhendaja on Liina Tammekänd

1.1.reprodutseerimiseks säilitamise ja üldsusele kättesaadavaks tegemise eesmärgil, sealhulgas

digitaalarhiivi DSpace-is lisamise eesmärgil kuni autoriõiguse kehtivuse tähtaja lõppemiseni;

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2. olen teadlik, et punktis 1 nimetatud õigused jäävad alles ka autorile.

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kaitse seadusest tulenevaid õigusi.

Tartus, 31. 01. 2018

Elina Pjatnova