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USING YOUTUBE IN THE CLASSROOM

Abstract: Nowadays many university students spend much of their time using various media, and learning a foreign language should reflect their reality, therefore, a modern classroom should be equipped to fit and accommodate their needs and teachers should be up to date with technology to be able to keep their students involved and interested in the course content. Using YouTube in the classroom is one of the simplest ways of facilitating these needs and as, e.g., teaching grammar may be challenging, incorporating tasks including interesting YouTube videos might make challenging aspects of grammar more palatable and easier to understand as well as to teach. This article presents a variety of engaging and ready-to-use grammar and vocabulary tasks, which can very easily be modified and adapted to the needs of different groups of students. To make lessons attractive and effective, teachers should build them around their students' interests and using YouTube is the perfect way to achieve this.

Keywords: YouTube, grammar, vocabulary

UŻYWANIE YOUTUBE'A W KLASIE

Streszczenie: Obecnie wielu studentów spędza dużo czasu, korzystając z różnych mediów, zatem nauka języka obcego powinna odzwierciedlać ich rzeczywistość. Nowoczesna klasa powinna być dostosowana do ich potrzeb, a nauczyciele powinni być na bieżąco z technologią, aby móc angażować studentów i zainteresować ich treścią kursu. Korzystanie z YouTube'a w klasie wydaje się jednym z najprostszyc sposobów zaspokojenia tych potrzeb i, jako że np. nauczanie gramatyki może być trudne, włączenie zadań zawierających ciekawe nagrania z YouTube'a może sprawić, że trudne aspekty gramatyki staną się przyjemniejsze i łatwiejsze do przyswojenia, a także do nauczania. Ten artykuł przedstawia różnorodne, angażujące i gotowe do użycia zadania gramatyczne i na słownictwo, które można bardzo łatwo modyfikować i dostosowywać do potrzeb różnych grup studentów. Aby uczynić lekcje atrakcyjnymi i skutecznymi, nauczyciele powinni budować je wokół zainteresowań swoich uczniów, a korzystanie z YouTube'a to doskonały sposób na osiągnięcie tego celu.

Słowa kluczowe: YouTube, gramatyka, słownictwo

1. Introduction

This article was written in response to the challenges educators face in teaching students for whom using technology is second nature. As teaching vocabulary and grammar in ways that are both relevant, attractive and efficient can be challenging for many teachers, we have created a variety of tasks that will be entertaining, memorable and useful for students and teachers alike.

Students' dependency on technology can be an advantage, as there is a multitude of online resources which can reduce the teaching workload and make lessons relevant to millennial students.

As we have taught Film Studies and New Media, Psychology and Management students for many years, we have created numerous activities which appeal to those particular groups but can be easily adapted to the needs of students of other majors. The tasks require minimal set-up and can be used at various stages of the lesson from introducing new material through practice and revision. Naturally, teachers should remember to take into consideration their students' field of study when designing similar activities.

2. Teaching grammar

Grammar is an especially challenging aspect of learning a foreign language. Practising new structures is often perceived as a tedious activity by students and teachers alike. However, here, we show that it can be enjoyable if one uses the right tools.

2.1. Revising Present Continuous/narrative tenses/adverbs of manner and time – *Madagascar* (2005)

<https://www.youtube.com/watch?v=CyJglP6k8IE> [accessed: 17 July 2020]

Ex. 1 – Work in pairs. Turn away from the screen making sure you cannot see it. Your partner will describe the action to you. At 1:48, the teacher will ask you to swap.

Ex. 2 – What happened in the video? Turn to another pair of students and briefly discuss the events using narrative tenses.

Ex. 3 – Write a summary of the events using narrative tenses in pairs.

Marty was running away from a pack of hyenas when Melman appeared, Tarzan-style, and tried to help him.

Ex. 4 – Add adverbs of manner/time to your story.

Suddenly out of the blue/nowhere then later
 moments later after a while dangerously bravely
 loudly foolishly frantically angrily hurriedly

Marty was running away from a pack of hyenas when, **SUDDENLY**, Melman appeared, Tarzan-style, and tried to help him. **UNFORTUNATELY**, ...

Now, read your story to your classmates. You will later vote to choose the best one.

This is a scene from the beloved classic animation film *Madagascar* (2005) and it is packed with action, therefore, it is perfect for revising tenses. In the video, the intrepid animal friends (Marty – the zebra, Melman – the giraffe and Gloria – the hippo), who were born and raised at a zoo and accidentally found themselves on Madagascar, are attacked by a pack of bloodthirsty fossas (cat-like carnivorous animals endemic to Madagascar). They are aided by heroic penguins (Skipper, Kowalski, Ricco and Private) but are surrounded by the hungry fossas yet again. Ultimately, they are saved by Alex (the lion). The video can be used in many ways, including eliciting and practising vocabulary, but here we focus on its grammar-teaching potential.

For Exercise 1, students should be arranged in pairs with one student facing the screen and the other one facing away from it. The video is played and the students facing the screen must describe the action to their partners. Here, at 1:48, students must swap roles and now the student who was facing away from the screen must describe what is happening (this is just before Alex appears, so it is not clear that the animals are going to be saved, creating the suspense).

In Exercise 2, pairs of students who had cooperated earlier work with other pairs of students to retell what happened in the video using narrative tenses.

Exercise 3 is the next stage, during which students work in their original pairs again to write a short story about the events from the clip. The students should be given an appropriate amount of time and assistance, if necessary.

The fourth stage (Exercise 4) is adding adverbs of manner and time to the already written story. To make the task a little easier, students are given a set of adverbs which fit the context to choose from (with more advanced groups this might not be necessary, but students should be given at least one example). This exercise is great for the revision of adverbs of manner and time and having students do Exercise 3 enables the teacher to provide them with more practice in narrative tenses and make sure that they have a good command of them, as it is much more difficult than, e.g., gap-fill exercises or transformations. It requires more creativity and students have to write their story while being aware of the differences between the four tenses they need to use. Therefore, the teacher must make sure that students are ready to do this type of task.

The final stage is reading the stories aloud and choosing the best one. The teacher should leave the choice to the students and award the best story chosen (with a plus or even some chocolate).

2.2. Modal perfect verbs – *Storks* (2016)

<https://www.youtube.com/watch?v=uTUupV0ZfBk> [accessed: 17 July 2020]

Ex. 1 – In pairs, speculate about the events using modal perfect verbs. Then, turn to another pair of students to compare your ideas. You can use the questions and prompts below.

What might have happened before the epic fight scene?

Why could both the murderous penguins and Junior and Tulip (the stork and the girl) have been after the baby?

The penguins can't have wanted to wake up the baby because...

The baby might have...

The storks at the convention could have...

Junior and Tulip must have...

The video is a clip from the great animation film *Storks* (2016). The film is about a baby factory run by storks. In the clip, Junior (a stork) and Tulip (a human girl raised by the storks and working at the factory) are at a stork convention, trying to save a baby kidnapped by penguins. The penguins have just put the baby to sleep, so nobody can make any noise or the baby will wake up. Subsequently, the most epic and silent fight in history ensues. The video can be used in many ways, including the ones mentioned in 2.1, but here it is used for revising modal perfect verbs for speculation.

In Exercise 1, students try to answer the questions provided by the teacher (e.g., “What might have happened before the epic fight scene?”, “Why could both the murderous penguins and Junior and Tulip have been after the baby?”, etc.) or, if they are more advanced, speculate about what might have led to the situation, etc. Later, working with another pair of students, they compare their ideas and try to decide what theories are the funniest/most plausible.

2.3. Conditionals 2 and 3

Asch Conformity Experiments: <https://www.youtube.com/watch?v=TYIh4Mkc-fJA&t=189s> [accessed: 17 July 2020]

The Bystander Effect: <https://www.youtube.com/watch?v=OSsPfbup0ac> [accessed: 17 July 2020]

Ex. 1 – Watch the video illustrating Asch conformity experiments and then discuss the questions below in pairs.

- a) What would you do/have done if you had been in the position of the subject in the experiment?
- b) Why do you think the subjects in the second experiment said that their decisions had not been influenced by the presence of a partner?

Ex. 2 – Watch the video illustrating the bystander effect and then discuss the questions below in pairs.

- a) What would you have done if you had been faced with a similar situation?
- b) Have you ever been in such a situation/witnessed one?
- c) What happened? What did you do?
- d) What would have happened if nobody had helped the person in need/the victim?

The video used in Exercise 1 illustrates one of the Solomon Asch conformity experiments, which were conducted in the 1950s. Asch wanted to test to what degree we are influenced by peer pressure when making decisions and the experiments proved that the majority of people were willing to ignore reality and the testimony of their own eyes when they felt peer pressure.

In the experiments, the subjects were shown several lines of different length and asked to decide which ones were the same length. There were control groups, where no peer pressure was involved and the accuracy of the answers given was very high. However, in the groups where there was only one real subject and the remaining people were actors and “co-conspirators” of the researcher, 37% of subjects gave in to peer pressure and gave the same answers as the group even though they knew they were wrong. Interestingly, when the subjects were given a partner, the number of those yielding to peer pressure dropped to only 5%.

The video used in Exercise 2 illustrates an experiment inspired by the events surrounding the 1964 murder of a 28-year-old woman, Kitty Genovese. The police were called, but even though it was very clear that the woman was being killed, her neighbours did not do enough to save her from the attacker.

There are many versions of the experiment, but the premise is that people are often reluctant to help when someone is hurt or in danger, and when there are fewer people around, the victim is more likely to receive assistance because those present feel more responsible for the victim’s fate. This is called the bystander effect and the situation when a large group of people fails to act to help the victim is called diffusion of responsibility – each person in the group is hoping that someone else will help so that they do not have to do anything and take any risks.

In the Exercise 2 video, the experiment is conducted in a busy street in London. An actor and, later, an actress, are shown lying on the ground and, even though there are hundreds of people passing them, they do not receive any help for a very long time. Finally, when someone approaches them, more people decide to stop and help (when someone has already made it easier to take the risk).

Because of the issues they illustrate, the videos are best suited for students of Sociology and Psychology and are a great opportunity for class discussions as well as, in this case, grammar revision. Of course, students already have to be relatively familiar with the second and third conditionals, otherwise, they are not going to be able to use them correctly and will only reinforce their mistakes, turning them into systematic errors.

After having watched the videos, students are asked to discuss the questions provided by the teacher, e.g., “What would you do/have done when faced with a similar situation?” Students can later discuss their conclusions with another pair of students for comparison and more practice.

2.4. Reported Speech and listening comprehension – *Friends* (1994–2004)

<https://www.youtube.com/watch?v=xSxsk6wyftI> [accessed: 17 July 2020]

Ex. 1 (Option 1) – Listen to the conversations and write them down. Then, compare your notes with your partner’s. You can ask the teacher to replay the video a few times, if necessary.

“Rachel finds out about Monica and Chandler’s relationship”

Rachel picks up the phone and hears Monica’s voice.

Monica: I can’t wait to be with you. I’ll sneak over as soon as Ross picks up Ben.

I’ll just tell Rachel I’m going to be doing the laundry for a couple of hours.

Chandler: Laundry, huh? Is that my new nickname?

Monica: You know what your nickname is, Mr...

Rachel tries to tell Joey about the relationship.

Joey (*over the phone with Ross*): Rachel’s here, so good luck, man, let me know how it works out.

Rachel: Joey, I have such a problem...

Joel: Your timing couldn’t be better. I am putting out fires all over the place right now.

Rachel: OK, OK... Joey, I have got to tell you something!

Joey: What is it? What is it?

Rachel: Oh my God, it’s so huge but you just have to promise me you can’t tell anyone.

Joe: Oh, no, no, no, no, no, no! I don’t wanna know!

Rachel: Yes, yes, yes, you do wanna know! This is unbelievable!

Joey: I don’t care, Rach. Look, I’m tired of being the guy who knows all the secrets and can’t tell anyone.

Rachel: What secrets? You know secrets? What are they?

Joey: You’re not supposed to be gossiping!

Rachel: I know, I know, I just can’t keep this one in! So, I pick up the phone...

Joey: AAAAAA, LALALALALALA, AAAAAAAA, I’M NOT LISTENING TO YOU!!!

Ex. 1 (Option 2) – Watch the video and fill in the gaps in the text.

Rachel picks up the phone and hears Monica's voice.

Monica: I to be with you. I
over as soon as Ross Ben. I
just tell Rachel I to be doing the laundry for a couple of hours.

Chandler: Laundry, huh? Is that my new nickname?

Monica: You what your nickname is, Mr ...

Rachel tries to tell Joey about the relationship.

Joey (*over the phone with Ross*): Rachel's here, so good luck, man, let me know how it

Rachel: Joey, I such a problem...

Joel: Your timing couldn't be better. I am putting out fires all over the place right now.

Rachel: OK, OK... Joey, I have got to tell you something!

Joey: What is it? What is it?

Rachel: Oh my God, it's so huge but you just have to promise me you can't tell anyone.

Joe: Oh, no, no, no, no, no, no, no! I know!

Rachel: Yes, yes, yes, you know! This is unbelievable!

Joey: I don't care, Rach. Look, I'm tired of being the guy who knows all the secrets and can't tell anyone.

Rachel: What secrets? You know secrets? What are they?

Joey: You gossiping!

Rachel: I know, I know, I just this one in! So, I M the phone ...

Joey: AAAAAA, LALALALALALA, AAAAAAAA, I'M
TO YOU!!!

Ex. 2 – In pairs, rewrite the text using reported speech. Remember to use reporting verbs (examples in the box below).

ASK	TELL	SAY	SHOUT	INFORM
SUGGEST	PERSUADE	PROMISE		

Monica said she **couldn't wait** to be with Chandler and that she **would sneak** over as soon as Ross **picked up** Ben. She ...

The video is a short clip from the iconic TV show *Friends* (1994–2004) and it shows Rachel accidentally finding out that Monica and Chandler are a couple. She picks up the phone in their flat and hears their conversation about how they are going to deceive everybody by pretending they have to do the laundry to get away and be together. The video can be used for the revision of Reported Speech

as well as practising listening comprehension and there are at least two ways to conduct such activities. Option 1 of Exercise 1 is for more advanced students who can recreate the short dialogues in pairs (first, between Monica and Chandler on the phone and then between Joey and Rachel, who is trying to tell him the secret she doesn't know he already knows and is tired of keeping other people's secrets, so he protests). Students can listen to the dialogues as many times as necessary and write down the lines. Later, they transform all the sentences using Reported Speech (Exercise 2).

Option 2 of Exercise 1 does not require students to do as much, so it can be used with weaker groups – they are given gapped dialogues which they need to complete while watching the video and, subsequently, transform all the sentences using Reported Speech. In Exercise 2, the second stage of both Options 1 and 2, they are given a set of reporting verbs to make their task a little easier. Again, they are asked to work in pairs while transforming the sentences. Of course, Exercises 1 and 2 should be used as attractive alternatives to textbook grammar exercises when students have already been familiarised with reporting verbs and Reported Speech.

3. Teaching vocabulary

YouTube is an excellent tool to teach vocabulary, too. This can be done at all levels and on any topic, thanks to the great variety of videos. It could be used for introducing new words as well as revising them in a fun way. Let's have a closer look at three videos and their possible implementations in the classroom.

3.1. *Sound Design – Lying to Your Ears*

<https://www.youtube.com/watch?v=Z7YGCG2M6V4> [accessed: 17 July 2020]

Ex. 1 – Mark the statements T/F, then watch the video to check.

1. In movies, all the sound effects and dialogues are added in postproduction. T/F
2. People can associate sounds with a particular thing on the screen that makes it. T/F
3. Sound designers try to make the sounds as realistic as possible. T/F

Ex. 2 – Match the sounds to their sources. Then watch the video and check.

- | | |
|-----------|--------------|
| 1. sizzle | a) elephants |
| 2. roar | b) aliens |
| 3. shriek | c) bacon |

Ex. 3 – Know your collocation! Watch the video (2:40–3:25) and supply the missing verbs.

- storytelling to sound
- different sounds

- his own sound
- the emotion

Ex. 4 – Choose from the words the ones that fill in the gaps in the text. What do they mean?

The sounds in *Star Wars* are used to a particular emotional reaction – in other words, they provide the correct emotional
 Our first of Darth Vader comes from his breathing. Without it, he would just be a faceless The mechanical sound his superhuman strength but it also a human side of him.

COMPLEMENTS // CUE // ELICIT // GENERIC //
 IMPLIES // IMPRESSION // VILLAIN

This is a video by the blogger Now You See It, discussing some of the tricks that filmmakers use in the postproduction process when they add the sound layer to a film. As it can be imagined, the sounds that seem to be real and nothing short of natural are actually the noises which work well in the audience’s imagination but do not have much to do with their sources in the real world, e.g., the sound of sizzling bacon that the viewers believe to be heavy rain falling on leaves.

This video works best with Film and New Media Studies, either to introduce the key terms connected with sound effects or to work on the typical collocations that often appear in different film contexts.

Firstly, the teacher uses an exercise to introduce the topic, along with the basic phrases. It takes the form of a T/F quiz and students try to predict or guess the answers before watching anything. The teacher draws their attention to the items which are highlighted or underlined in the statements but does not interrupt their work in any other way. The number of questions depends on the length of the video – here the exercise is based on just around 1 minute (i.e., one T/F statement per 20 seconds of film), but it could just as well encompass 5 or 10 minutes and include many more statements.

Exercises 2 and 3 focus on collocations, e.g., “our first impression COMES FROM,” or “ELICIT a reaction” and they can be used to introduce new chunks of language or to revise those that the students already know – or as a mixture of both. Since here the emphasis is on details, it is best applied as the second task based on the same video. This way, the students will already know the content and will be able to pay more attention to linguistic minutiae. In both cases, the exercise can be longer, as it all depends on the length of the film we are going to show. Again, it cannot be excessively packed (one new item per 15–20 seconds) because, otherwise, the students will be unable to process all the new information.

Exercise 4 combines work on collocations with a study of separate lexical items. The teacher needs to prepare a continuous text – a direct transcript (for weaker

groups) or a summary (for stronger ones) – with gaps to be filled. The missing words are the ones that the students are supposed to learn after the class. The students start by looking through the text and focusing on the terms or expressions in the box, trying to work out their meaning. Then they watch the video, fill the blanks, and discuss the meaning of the items again – this time using the context and the visuals.

This kind of approach may be applied in all fields of study. There are countless videos on any topic you need – from very serious, TED-like ones, through more informal vlogs, to comic pieces. The choice is limitless, and the more specialist the group and the more specific the language they need, the more they can gain from YouTube.

3.2. *Shaun the Sheep, Take Away (S01E08)*

<https://www.youtube.com/watch?v=TXWS3z9Oayo> [accessed: 17 July 2020]

Ex. 1 – What kind of noise is it? Who/what is making it? (0:04–1:36)

- a) whirr
- b) sniff
- c) bleat
- d) sigh
- e) smack
- f) belch
- g) snore
- h) growl/rumble
- i) croak

Ex. 2 – Which activities can you see in the video? (3:30–5:05)

- haggling
- setting the price
- barter
- placing an order
- making a bet
- making the purchase
- acting as a whistleblower

Ex. 3 – What are they saying? Write the dialogue. (3:30–5:05)

It seems only logical that if we want to teach vocabulary, we need a more or less specialised video with sound. However, silent videos, or films without actual words, are equally effective, regardless of the level of the group. They are excellent for more advanced students, as the element of surprise and the humour included in the animation reinforce the acquisition of new vocabulary.

The video here is an episode of the famous English animation *Shaun the Sheep* and it abounds in British humour. The film focuses on ordering a takeaway pizza: first, the farm animals see the farmer eat one and then they dress up and organise a business trip to the Big City to get some pizzas for themselves. The actions shown include planning, commuting, placing an order, negotiating the price and finally a lavish meal for everyone.

Exercise 1 is excellent for introducing the words connected with sounds, typical for C1 level. For stronger groups the version included in the appendix can be used; for weaker ones, it can be changed into a matching task – “match the sound with the source.” Since the noises are listed chronologically, it is fairly easy to guess the meaning of the word just by watching the action on the screen.

Exercise 2 is designed for business students mostly and it works well as a revision task, summing up a part of the material. Students discuss the vocabulary in pairs/small groups before watching the video and then do the task. Given that the scene is highly amusing, they will enjoy going back to the lexical items, ones otherwise considered rather dull.

Exercise 3 can be used at any level and even on general English courses, not only on business ones, as it revises the set phrases connected with making deals. The students watch the scene to get the general idea of the transaction. Next, the teacher breaks it down into small chunks, just covering one customer–salesperson exchange, and the students write the dialogue in pairs or small groups. Finally, they read out their finished discussions in class, possibly comparing the ideas or even taking a class vote for the most successful/the funniest one.

Many different silent animations can be applied in the classroom, but *Shaun the Sheep* is one of the most universal examples because it is funny, lovable and understood across cultures and generations. What is more, each episode covers a completely different topic, which means it can readily be used in almost any group, no matter which field of study, and it is short (it only lasts for around 6–7 minutes), which makes it slightly less time-consuming for the teacher to prepare.

3.3. Stephen Friend, The hunt for “unexpected genetic heroes” – TED

<https://www.youtube.com/watch?v=Yagdvnq2YMU> [accessed: 17 July 2020]

Ex. 1 – Try to form words from the ones in capital letters to complete the transcript. Then listen to the talk to see how you did.

The project that we’re working on is called “The 1) (RESILIENT) Project: A Search for Unexpected Heroes,” because what we are interested in doing is saying, can we find those rare individuals who might have these hidden protective factors? And, in some ways, think of it as a 2) ring, a sort of resilience 2) (CODE) ring that we’re going to try to build.

We've realized that we should do this in a 3) (SYSTEM) way, so we've said, let's take every single childhood inherited disease. Let's take them all, and let's pull them back a little bit by those that are known to have severe symptoms, where the parents, the child, those around them would know that they'd gotten sick, and let's go 4) (HEAD) and then frame them again by those parts of the genes where we know that there is a particular 5) (ALTER) that is known to be highly 6) (PENETRATE) to cause that disease.

Teaching word formation is inevitable, as in almost every course the students need to get ready for their final exam which typically includes this kind of task. Usually, it is just drilled, following the golden rule, "the more sentences you do, the better result you will eventually get," thus making it dull and monotonous. Utilising YouTube videos can bring a welcome change to the otherwise boring routine.

TED, TEDx or TED-Ed are excellent sources for this end because of the sophisticated vocabulary that the speakers use and the interesting topics that get everyone thinking and discussing afterwards. In this video Stephen Friend, a renowned geneticist and biochemist, raises an important question: how is it possible that in the case of some inherited diseases, only some people will fall ill even though the defective gene runs in the whole family?

Naturally, the video is a perfect choice for students of Biology, Biotechnology, Biophysics etc., but with cancer more and more widespread in society, it can be of interest to other groups, too, with less scientific focus and background.

The students get a gapped text that they need to fill in with words formed based on the words given in brackets. They do so, individually or in pairs, and then they check by watching the chosen fragment. In weaker groups, the teacher may start by playing the whole video – to give the students some clues and to satisfy their curiosity – and only then distribute the sheets with the exercise. The task itself may be much longer; it all depends on the length of the fragment selected for class use.

In all, we should use this kind of a task cautiously and not overdo it. Still, introducing a film accompanying the piece of paper with the task can break the predictable pattern and turn it into something much more exciting. If the topic of the video is also well suited to the students' major and the task is followed with a meaningful discussion on the issue presented, it will definitely have added value.

4. Discussion

Each video can serve many different purposes, depending on the actual needs and the profile of the group. It is fairly easy to imagine numerous applications even for simple videos, e.g., the Czech animation *Pat & Mat* (<https://www.youtube.com/watch?v=zauEcXrUOgM> [accessed: 17 July 2020]) in which the two main

characters are trying to build something (in this particular case – a fish tank) but they fail badly all the time. So, a few ideas for this episode:

1. Speculation/future tenses: *What is he going to do with it? What might have happened?*
2. Conditionals: *What would you do with the fish? The floor wouldn't have broken if the tub had not been so heavy.*
3. Present simple and continuous: *They are putting together the pieces of glass because they want to have a tank.*
4. Narrative tenses: *They needed a tank for the fish he had bought.*
5. Giving instructions/advice: *Stick the two sides together with the tape; he should be more careful when handling glass; he shouldn't have bought the fish in the first place.*
6. Practising the names of tools: *a hammer, a screwdriver.*
7. Giving first aid: *Shake the unconscious person; start chest compression; give mouth-to-mouth ventilation.*
8. Legalese: *litigation, pay damages, claim damages.*

The tasks based on any YouTube videos may be followed with a discussion, which would additionally reinforce the acquisition of the new vocabulary and grammar and – hopefully – could activate some of the new words and structures from the students' passive language.

YouTube videos, including the ones presented in all the points above, can also be used as 'fillers.' If you have a few minutes left at the end of the lesson, or if you want your students to relax a bit after analysing a hard text or doing three pages of paraphrases, you may use any of the videos listed above and pick an easy exercise for it. In this case, the more humour the better, as it will let students unwind a bit while still getting some useful knowledge.

Such fillers come in handy, especially just before popular festivals (e.g., Halloween, Christmas, Valentine's Day) when you don't want to spend all the lesson talking about the culture and traditions connected with it. By using a short video you can cover this topic easily and without disturbing your standard lesson plan.

5. Conclusions

YouTube videos are excellent tools in teaching both vocabulary and grammar while talking characters are not essential to make the lesson meaningful and profitable for the students. Also, we need to remember that there are many different ways of using the same video, depending on the needs and expectations of the group and the imagination of the teacher.

For all the reasons mentioned, YouTube should be used as often as possible. In this day and age, many teachers cannot imagine working without it and students also expect it to be used as it is a part of their daily lives, therefore, it should be

reflected in their English courses – needless to say, taking care to make sure the material chosen for the lesson is valuable and comes from a reliable source.

Recommended sources for classroom use

- BBC Learning English – The Teachers’ Room (ideas to make different aspects of teaching fun)
- Papa Teach Me – teaching different aspects of English; mainly useful phrases and various areas of grammar
- English with Lucy – teaching different aspects of English; mainly useful phrases and various areas of grammar
- ETJ English – pronunciation practice
- TED/TEDx/TED-Ed – excellent sources for all scientific faculties (Biology, Physics, Mathematics, Chemistry, Psychology, Business Studies, etc.)
- School of Life – mainly for students of Sociology and Psychology, but can also be used in general English courses
- Screenrant, Watchmojo, The Take, Screen Prism, CineFix, Now You See It, Lindsay Ellis – mostly for Film students, but some topics covered there can also be used in general English courses, providing the group is interested
- (Animation) films and TV shows, etc.